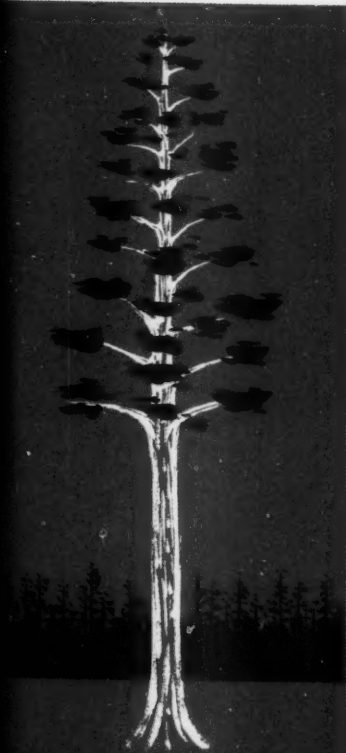


The Delta Kappa Gamma

Bulletin



WINTER 1959

BULLETIN

HELEN E. HINSHAW, Editor

THE DELTA KAPPA GAMMA

BULLETIN

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KATE PARKS KITCHIN, 1928-29

MARGARET CROFT, 1929-30

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Winter, 1959

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HELEN E. HINSHAW, Editor

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ABOUT OUR CONTRIBUTORS

Dr. Lucile Lindberg taught in rural, small town, suburban, and city schools before becoming interested in teacher education. She has taught at the College of William and Mary, University of Florida, University of Nebraska, Columbia University, and Central Michigan College. A member of Epsilon Chapter, New York, Dr. Lindberg has visited schools in England, in Russia, and in six countries in South America. She is the author of *The Democratic Classroom*.

Mrs. Consuelo Ashe Smith, a teacher in a San Francisco elementary school, is a member of Gamma Theta Chapter.

Miss Annie John Williams of Durham, North Carolina is first vice-president of Eta Chapter. Miss Williams is highly regarded in mathematics circles. During the past year she spent considerable time studying the present situation in mathematics.

Mrs. Josephine Irby Lester has returned to Coos Bay, Oregon, where she is teaching French and junior English this year.

Dr. Magdalen Eichert, a member of Chi Chapter, California, is a native New Englander. Her M.A. and Ph.D. degrees were taken at New York University, and she has done post doctoral work at Johns Hopkins, Boston and Columbia universities, the University of Florida, and the University of California. In addition to public school teaching, she served as an instructor at Wisconsin State College; associate professor at Illinois State University; director of education in Maryland County, Maryland; associate professor at the University of Nevada; and curriculum consultant at Oxnard, California.

Miss Perle Marie Parvis, immediate past president of Beta Chapter, Hawaii, taught business education for thirty-five years in the public schools of Illinois, Indiana, and Wisconsin—more than ten years as head of the department. She has acted as consultant-lecturer in several cities, colleges, and universities—Cincinnati public and parochial schools, Detroit parochial schools, Ohio University, Gregg College, and others.

Mrs. Blanche M. Irving is a fourth grade teacher in Las Cruces, New Mexico, where she is a member of Iota Chapter.

She has contributed verse, short sketches, and stories to *Nature Magazine*, the *NEA Journal*, the *Kansas City Star*, the *Kansas Magazine*, and others. Mrs. Irving believes strongly that creativity with words is a sure thoroughfare to the mental health of children and that it is too little used.

Miss Georgina Lommen of Epsilon Chapter, Minnesota, retired director of the laboratory school, Moorhead State College, prepared a paper about Maria Sanford for a chapter program many years ago. Information from this story was added to material discovered by Mrs. Fern Wiedemann, Tau State editor, in old newspaper clippings and books.

Dr. Katharine Dresden of Alpha Nu Chapter, California, served as Fulbright Lecturer in Teacher Education in Pakistan from 1954 to 1956. She taught high school social studies in Milwaukee and was also head of the department of psychological counseling there. Dr. Dresden has had more than fifty articles published in professional journals and is the co-author of *Better Teaching Through Current Materials and Teaching in the Elementary School*.

Mrs. Audrey S. Graham, a teacher of mathematics at Forest Hills Junior High School in Allegheny County, Pennsylvania, is a charter member of Theta Chapter. Mrs. Graham has been an NEA Director since 1953. She is also a past president of the Department of Classroom Teachers and of the state education association.

Miss Berenice M. Casper of Trenton, New Jersey, is attending the University of Nebraska this year, assisted by the 1958-1959 M. Margaret Stroh Scholarship. Her dissertation topic is: The Scope and Sequence of Geographic Education for Grades Four Through Twelve. Miss Casper taught in the public schools of Lincoln, Nebraska, before going to Trenton State College.

Illustrations are by Ralph White, associate professor of art at the University of Texas. Mr. White has done all of the illustrations for the last five issues. The cover designs for both the Fall, 1958, and Winter, 1959, *Bulletins* were prepared by the Wilson Art Studio in Austin, Texas.



Higher Education in the Soviet Union

By Lucile Lindberg

Moscow University, housed in a 32-story skyscraper, is set on Lenin Hills, the highest spot in the city. From this vantage point it dominates the scene so that as a child goes about his daily tasks, he can look up and see it there, dazzling in the sunlight. A great and practical monument, it reminds him that perhaps, if he studies hard enough, he may some day walk in those marble halls as one of 24,000 students from the Soviet Union who will be selected to continue academic work under its auspices. There it stands, a symbol of the important place education has in the Soviet regime, reminding all of the people of the great goal: "Every person a worker and every worker intelligentsia."

Dr. Lucile Lindberg is a member of the faculty of the Department of Education of Queens College, New York City.

We were continually aware during our five-weeks' seminar in the Soviet Union that the Russians are proud of their institutions of higher learning. I was one of the educators selected by the Comparative Education Society to engage in a study of education in the U.S.S.R. during August and September of 1958. There were seventy-one of us from twenty-five states, Puerto Rico, and England. Among us were college presidents; deans; psychologists; and specialists in early childhood, elementary, secondary, and special education. There were college professors representing a variety of interests.

We worked as a team, each of us exploring deeply in some carefully defined area at the same time that we attempted to secure a broad picture. In our frequent seminar

sessions we shared information, analyzing the observations we had made and sifting the data we had collected. We attempted to understand the educational system as a part of the society in which it exists.

We found that the commitment to Higher Education is not merely idle chatter. It is indicated by the kind of budget made available and the attention given to education in high political circles. This commitment is further confirmed by the facts that 86 per cent of the students at the University of Moscow at the present time are receiving stipends from the government so that they will be able to give full attention to their study and that 74 per cent are housed in university dormitories furnished to them without fee.

Entrance to the university for the visitor is via a walk through the formal gardens, up massive steps, into the great hall, where a statue of Pavlov holds the spotlight. But entrance to the university for the student is via competitive examinations in Russian language and literature, in foreign language, and in two or three special areas determined by the faculty to which he is applying. If an applicant gets an unsatisfactory mark in any area, he gets no consideration, but he may take the examination another year if he wishes to do so.

In 1958 there were 8,000 applications for 2,800 vacancies. Of those accepted 80 per cent had

two years of work experience in field or factory. This is in accordance with a recently adopted policy of placing even greater emphasis upon labor. The Russians have found that a student who has had work experience can delve more deeply into his study than one who has not. If two applicants are equally qualified, then much attention is given to personal qualifications in making the final decision of who will enter.

Those with whom we spoke constantly emphasized that the mere fact that an applicant comes from the home of someone in high position does not mean he can qualify. If it is found that any person uses his position in order that his child may be accepted, he is punished. In Russia, however, as elsewhere, children of parents who are educated often receive the kinds of advantages which make them more capable in examinations.

The student body of Moscow University is a heterogeneous group, ranging in age from seventeen to thirty-five. They represent sixty nationalities of the U.S.S.R. and forty other countries. Of these, 51 per cent are women and 49 per cent are men; 60 per cent are enrolled in the natural sciences and 40 per cent in the humanities.

After a student has been accepted into the university, he continues his work for five years (five and one-half for physics). Attendance at lectures is compulsory. It is also compulsory that he pass each year. The vice-rector said

laughingly, "This is why we do not have eternal students."

Very seldom does a student fail, however. Every facet of his life at the university is supervised by the Young Communist League. Study habits are checked, behavior is noted, and records are kept by that organization rather than by the professors. Student representatives are members of examining committees. The Student Council decides who will receive stipends, but the director has a right to remove the stipend if the student does not keep up standards. This control by peers is a form of built-in discipline which is evident throughout the educational system.

Extra-curricular activities, which are a very important part of the university program, are also the responsibility of this youth group. Students are expected to join and take active part in amateur circles where they can develop their talents. Dramatics, instrumental music, singing, sports, nature study, literature, and many other groups have developed excellent programs maintaining high standards.

The concept of self-government is important with the faculty, too. Policies of the university are determined by the Scientific Council, which includes deans and prominent scholars from each of the thirteen faculties. Then each faculty has its Scientific Council.

Professors at the university are selected by secret balloting. There is no tenure. Every five years the position is advertised in the press,

and a new vote is taken. It is not likely, of course, that a newcomer can win the position from a recognized scholar in the field. However, it does mean that each professor must continue to contribute in his field if he is to continue his affiliation with the university. There are 2,500 teachers, professors, and research workers so chosen, 700 of whom are women.

A professorship at Moscow University is one of the most highly respected and highly paid positions in the Soviet Union; so there is no temptation to move into more lucrative posts in other fields. In addition to his salary, when a faculty member goes out to do field work, he has all of his transportation and expenses paid plus 50 to 100 per cent additional salary while he is away. The dean of the Geography Faculty explained that those who are in so-called hardship posts in the Pamir Mountains and the Antarctic in relation to the International Geophysical Year are receiving 120 per cent additional.

Soviet professors are convinced that field experience is extremely important for university students. Usually the first two years of the undergraduate's program is concentrated on what they designate as "training practice." This means that they concentrate on academic learnings, developing general background in their fields. All are required to enroll in classes in foreign language, political economy, philosophy, history of the Communist Party, and physical culture.

During their third and fourth years they spend much time in "industrial practice" or field work. This is done on the farm, in the mountains, in laboratories, or in factories, according to the nature of their specializations. While students are securing this experience, they are under the supervision of a professor who works very closely with them. They collect data which they will use when they return to the university. Much of the fifth year is spent on a diploma project where the data collected during the work experience is used.

Graduate students in the Soviet Union are often older than those in the United States. Most applicants for the *candidat* degree are thirty to thirty-five years of age and for the doctorate, forty-five to fifty.

The number of places available for graduate study is determined by the economy. The State Planning Committee decides how many specialists will be needed in each field; then the Ministry of Higher Education decides how many will be trained in each university.

The degree of *candidat* requires three years of work. The student must demonstrate a knowledge of the history and literature of his subject, a foreign language, and philosophy. After intensive study through lectures and small seminars, he takes his examinations in these areas at the end of his first year. During the second year he consults with his advisor as he writes his thesis. This must be

published before a degree can be granted, but it can be in the form of an article. There are many journals to which the student can send his work, but until one of them accepts it, he cannot complete the third part of his study, in which he prepares his defense and takes his final oral examination.

There is no course work for the doctorate, and the applicant has no advisor. Only those who are already recognized in their fields would apply. The applicant engages in research, which must be published in complete form. He may then appeal to any degree-granting institution for his degree. At the present time about one-third of the doctorates are granted by



THE GENTLE WAY OF LOVE

Let us lead
Instead of demand—
A gentle request
Instead of command

The greatest Teacher
We've ever known
Led with love
And love alone

This gentle, quiet,
Winning way
Will reach each child
And bless his day.

—Consuelo Ashe Smith



Moscow University and two-thirds by other institutions.

Why have we given this rather technical statement of the workings of one university? Because it is one way of explaining the attitude which prevails toward a university education in the Soviet Union. It is clear that there is a strong commitment to advanced study. The Russians believe that their society can be improved through the work of highly trained specialists who are well grounded in theoretical as well as practical knowledge. The children of the Soviet Union look upon study in the universities as a much desired goal, knowing very well that only a few will have the privilege. Professors have a high status. They are committed to the idea that academic study must be closely connected with the practical needs of the society. Field work is an integral part of university work, and a sufficiently large budget is available to implement this concept. They further believe that the most capable students should be selected for this experience, that financial inability to pay should not stand in the way of anyone who is qualified, and that study is so important that a student must be able to give his entire attention to it.

All education at the universities is free of charge, and students use the facilities without paying fees. Those who live at a distance from the institution are given extra leave with pay, and tickets for plane and train travel are provided.

These principles hold true in all of the thirty-nine universities. Any person in the U.S.S.R. who has finished the ten-year school, regardless of race, nationality, or place of birth, has a right to take the examinations and be equally considered with every other applicant. Great care is taken that all who apply are fairly treated: examinations are rated not by one teacher but by a commission. Marks received in the secondary school are not a criterion for entrance. They were formerly used, but professors have found that they do not necessarily indicate the students who will do the best work in the university.

The universities are responsible not only for the training of specialists but also for the conducting of research. Liberal grants are given by the government to forward this. Often decisions made by the central government are based upon studies made by the universities; e.g., the locations of dams, the development of new collective farms, practices in animal breeding, improvements in manufacturing.

All professors must do research according to their abilities, but in the Soviet Union, as in the United States, some have been found to be better in teaching and some are better in research. As the Vice-Minister told us, "It depends on the wrinkles in the brain."

The government provides money so that during vacations teachers and students may go to special resorts or sports camps or tour the country. Many students work on

farms during vacation periods, participating in the cultivation of virgin lands. It is considered important that they shall be involved in such projects in order that they may develop themselves physically and become acquainted with life.

We were told that students do not need to be mobilized for this work, that they are very enthusiastic about it and, being young, see the spirit of romance and adventure in such experiences. Besides, they are paid for their labors, and these wages are especially high for those who can operate combines or tractors. The Russians feel that it is very important for their highly educated persons to be masters of the land, to feel at home in the fields.

The Ministry of Higher Education is responsible for the curriculum in all universities and other institutions of higher learning. Each faculty sends a suggested curriculum which it has developed. These are examined by a central committee. The Ministry is also responsible for the textbooks used in all higher institutions.

The Soviet professors talked with us for as many hours as we wished and willingly had us back for additional appointments if we so desired. The heads of the universities and other higher institutions arranged conferences with those whom we said we would like to see. Students gathered about us both in the buildings and on the grounds, asking questions and explaining their courses in response

to our inquiries. Those with whom we spoke were mature, responsible persons with keen interest in their study and delightful curiosity. They were committed to Communism as a way of life. All of them study the history of the Communist Party, the history of Marxism and Leninism, and Dialectic Materialism. I had the feeling as they spoke to us that they feel that we are the downtrodden and they are the free.

These students study hard. The vice-minister of higher education said that there had been some reproach for the lack of freedom in Soviet education. His answer is,

"The people spend money, not that the young may entertain themselves, but that they may develop knowledge and improve science. We who have been working and have accomplished something may rest a little now, but the young must study, study, study in order that we may improve culture upon the earth.

"It is up to us, the older generation, to educate the new generation in order to make life on earth prosperous, in order that peace may prevail, in order that those we love may be happy, for love is very important. Without love the world is a narrow corridor. But we know that love can be realized only when people are of service to society. It is necessary to work in order that we may feel life to its fullest. If we will study hard, we can build the perfect society."

And there we have it—a mighty nation mobilizing its educational resources in all earnestness to develop young persons who can serve their society, young people who go willingly and enthusiastically to the places where they are sent, to do

the jobs which need to be done to build their perfect society. These university students seemed to feel that this is their creation and that they must build it well, that they exist for service to the state and will have rich lives to the extent that they serve the state.

We think about this and say, "No, this is not for us. The state must serve the individual, and all that we do is done that each of us may realize his potentiality and enjoy his uniqueness. We are offering

education in an institution of higher learning to a larger percentage of our youth."

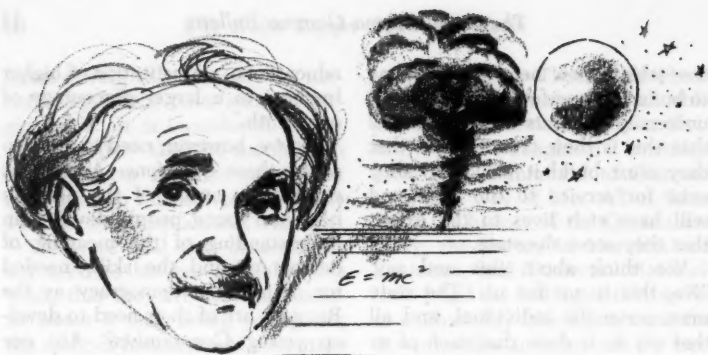
Do we, however, need to ask ourselves these questions: Are we as consciously aware of the need to help our young people develop an understanding of the meaning of democracy and the skills needed for living in a democracy as the Russians are of their need to develop young Communists? Are our young people learning the processes of democracy in actual practice?



Scholars who have returned from Russia in recent years have reported some striking facts about Russian education that have fallen upon some very important deaf ears in America. Some of those facts are that Russia is spending several times as high a percentage of her income for education as America; that Russian public schools are operating on a pupil-teacher ratio of 17 to 1 as compared to 27 to 1 in the United States; that there is no teacher shortage in Russia because teachers are accorded an economic and social prestige substantially higher than in our country; that industry is not permitted to raid the schools of top teaching talent; that scholars generally are paid salaries more appropriate to the value of their services; that brilliant young minds not only go to college, but are paid to do so.

—Robert H. Wyatt

Indiana Teacher, January, 1958



The Age of Mathematics

Wanted: Mathematical Formulas That Will Enable
Man To Travel Safely Into Outer Space

By Annie John Williams

MATHEMATICS has served mankind through the ages. At times, however, the great need for it has been somewhat overlooked. Many remember the situation in our schools twenty-five years ago. Very few college students were majoring in this subject. The number of courses required for high school graduation was reduced. Those who did specialize in the field were often considered queer or different.

Perhaps there were some reasons for this attitude. A mathematician could choose to become a teacher or an actuary (an expert who calculates insurance risks and pre-

miums). There were very few opportunities for a person to use any special training in the subject.

Fortunately, during this dark era in mathematics there were those who had foresight and continued in their favorite study. Some realized the importance of mathematics and knew that in time this science would be recognized for its true value.

Albert Einstein and his theory were considered very odd and different. The general idea was that only a very few other people understood his theory. His famous equation:

$$E=mc^2$$

or Energy=loss of mass x (velocity of light)²,
later became the basis for the

Miss Annie John Williams is a teacher of mathematics and adviser to the Mathematics Club at Durham (North Carolina) High School. She is Director of The National Council of Teachers of Mathematics.

development of the atomic bomb and the release of atomic energy in general.

A new era in mathematics began when the United States became involved in World War II. Men in the armed services suddenly realized the immediate need for a knowledge of mathematics. The situation near large army posts was critical. An appeal was made for discarded algebra books to be donated for the use of the men in their emergency study. Mathematics teachers were called upon to conduct special classes for the service men and to give private lessons.

Then came the invention of the electronic computers. Instead of decreasing the need for trained mathematicians, the use of the computers has made an overwhelming demand upon the supply. The computers do extremely rapid computations which would otherwise take a tremendous amount of time. They do not do the thinking. Mathematicians do. Many industries have found that by employing a mathematician, they can save a tremendous amount of money.

Today there are other requirements as well. At one time a student knew that if he intended to become an engineer or a physical scientist he must be well prepared in mathematics. Now he must also realize the need of similar preparation in the biological and social sciences.

In the fall of 1957, when the first earth satellites were launched, came the greatest excitement of

modern times. In this new age we must have many mathematicians and scientists. They will have to be of a very high type and with the best possible training. Educators at all levels must realize their responsibility in supplying the needed mathematicians with the quality of training they should have. How to do this? There is no quick or easy answer. Leaders in mathematics education are earnestly trying to do their part.

Many factors are involved. Each year there is a great amount of *new* mathematics. Now it has become impossible for one person to learn all of the existing mathematics in one lifetime. Many of the colleges are requiring that a student be ready to take analytic geometry and calculus upon entering the freshman year. Even people who do not specialize in mathematics need training in analysis and logical thinking, which can be invaluable later in life.

Our curriculum has remained the same for many years. Now much thought and effort are being given to the question of what mathematics to teach and when it should be taught.

Even though this subject is an exact science and what is true at one time remains true, the way one expresses himself and the needs of each age are different. To illustrate this, there are exercises in arithmetic books used in our schools in the early part of the nineteenth century that would certainly seem out of place in a modern arithmetic

book. The following three examples are from the famous Pike's Arithmetic.¹

D.	cts.
56	75
41	25
<hr/>	
\$15	50

Bought goods to the amount of 545 dollars 95 cents, and paid to the time of purchase, 350 dollars. How much remains to be paid? Ans. 195 dollars 95 cents.

What is the seventh root of 194754273881? Ans. 41.

In this book much emphasis was given to federal money. This was due to two facts: The value of the dollar was not the same in all states, and there was a considerable variation in its value. Methods of computation were still based on the English system of money. In fact, many examples were given in English money.

The example on the seventh root of a number by an arithmetic process would not appear in a twentieth century textbook. This type of problem is easily done now by the use of logarithms and is a simple question when a modern calculator is used. Likewise, there are examples in our present textbooks that at some time in the future will seem to be just as much out of date.

Many changes are being proposed to meet the present day needs. Introductory probability and statistical reasoning may be taught in the secondary schools. Many problems of science, industry,

business, and government require that work be done with large amounts of numerical data. Also, one must be able to draw correct conclusions from the data. Modern techniques of polling by telephone and other means are familiar to everyone. Likewise, there are certain important techniques of industrial testing based on sample inspection.

Some are saying that the year's study of plane geometry should include the basic concepts of solid geometry and some coordinate geometry. They believe that time may be saved in this way. We are living in a space environment. The study of algebraic proofs, use of formulas, ratio and proportion within the year of geometry will give opportunity for the preservation and extension of the knowledge of algebra. There are many ways to continue the ideas of algebra while simplifying the work of geometry.

In the algebra courses the subject should be taught as a structure and not as a group of tricks. Deductive reasoning, the kind that has always been used in plane geometry, will be used in developing the algebra. This will include the use of axioms. Familiar axioms usable in elementary algebra are:

If equal quantities are added to equal quantities, the sums are equal.

If equal quantities are subtracted from equal quantities, the remainders are equal.

If equal quantities are multiplied by the same quantity, the products are equal.

¹Pike, Stephen. *System of Practical Arithmetic*. Philadelphia: Benjamin Warner, 1817. (Third Edition) pages 27 and 163.

If equal quantities are divided by the same quantity (not zero), the quotients are equal.

Another, not so familiar, known as the commutative law is:

The product of numbers is the same regardless of the order in which they are arranged.

Following the axioms of algebra, algebraic theorems may be proved.

Students need a better understanding of our number system. They need to know the properties of natural, rational, real, and complex numbers. Inequalities need to be studied along with equalities.

An example of an inequality is

$$x + 3 > 7$$

This is read as: x plus 3 is greater than 7.

Another example:

$$y - 3 < 14$$

is read as: y minus 3 is less than 14.

We need wise use of unifying ideas. For instance, the notion of *set* occurs in all branches of mathematics, as well as in the sciences and in life situations. *Set* is a very simple notion. A *set* can be thought of as a collection of objects, physical or mental. There are many familiar *sets*: a set of dishes, a set of knives, a set of tires. Then there are *subsets*. For example, all the coffee cups in a set of china form a *subset*. An empty *set* is one that has no members, or that is empty. When all the pieces of a set of china have been broken, the set is empty. If we consider the *set* of all

integers (whole numbers), the multiples of 10 will form a *subset*.

In high school algebra, equations and inequalities may be thought of as sentences. In the sentence

$$x + 6 = 13$$

the variable, x , is a place holder for a numeral, which is the name of a number.

One of the main ideas in modern mathematics is the concept of function. An expression

$$x + 8$$

has no definite numerical value until the value of x is assigned. We say that the value of this expression is a function of the value of x and may be written

$$f(x) = x + 8$$

Likewise, the equation

$$y = x + 8$$

may be thought of as a function.

If mathematics is to be taught on the necessary level in grades nine through twelve, the preparation given in grades one through eight must be adequate. It is essential that before reaching grade nine, students shall have mastered the four fundamental operations with whole numbers and fractions (decimal and common). They should be well-trained in the use of the decimal system. Ability to handle large numbers (like 18,000,000) and small numbers (like 0.000026) is important. A thorough knowledge of *per cent* is also necessary.

In the seventh and eighth grades a pupil should acquire the ability to work with the systems of measure, including the metric system.

The ability to use the ruler, compasses, and protractor should be obtained. He needs to know how to find the length of a line segment, the perimeter of a polygon, the circumference of a circle, areas of the simple polygons, areas of circles, surface areas of solids, and volumes of solids. Scale drawing and indirect measurement are also important.

The simple concepts of geometry should, likewise, be a part of the study of mathematics in the seventh and eighth grades. These include the concepts of oblique, intersecting, parallel, and perpendicular lines. The various angles—vertical, supplementary, complementary, acute, right, and obtuse—should be understood. The pupil needs to become familiar also with the different kinds of triangles—scalene, isosceles, equilateral, right, obtuse, and acute. Of particular interest to this age is the symmetry about a point and a line. By simple demonstrations these pupils may learn that the sum of the angles in any triangle will be 180 degrees. Also they may learn by demonstrations the Pythagorean relation: In any right triangle the square of the hypotenuse or longest side is equal to the sum of the squares of the other two sides.

Throughout the study of per cents and of simple geometry, formulas need to be used. Stress should be placed upon the fact that the letters in the formulas are place holders for numbers that arise in measurement.

A unit in graphs can be very interesting. Pictograms, circle graphs, continuous line graphs, bar graphs, and broken line graphs should be studied and constructed.

Seventh and eighth grade pupils are an ideal age for this type of study. Give one of them a ruler and a compass with no instructions, and soon you will see some lovely geometric designs.

In the past most of the topics mentioned here have been taught in the junior high school. For a number of years, however, the courses have been simplified and are now more of a continuation of the arithmetic of the elementary school. Perhaps it will not be too difficult to place these more advanced studies and activities again in the seventh and eighth grade courses of study for mathematics.

In the midst of all the present enthusiasm for mathematics, one should remember that *developing mathematicians* is our greatest need. Young people in general, those gifted in mathematics in particular, should be given every possible opportunity to develop the powers of thinking, reasoning, and understanding that are necessary for them to be really good students of the subject.

Parents can help a very young child develop the concept of numbers by mentioning, for example, two apples, four places at the table, or three birds. Very soon the child can count the number of apples, the places at the table, or the number of birds. A little later the



parents can begin with fractions. First the concept of one-half: one-half of an apple, one-half of a glass of milk. Then other fractions as one-third and one-fourth. There are many ways by which one may help a pre-school child understand the meaning of numbers; counting money, telling time, making small purchases, and any type of counting are some suggestions. There are constant opportunities for the young child to observe quantitative relationships, provided there is just a little guidance.

Throughout the elementary school, structural arithmetic should be taught. Many fine teaching aids are sold commercially. If these are not available, a resourceful teacher can make many good ones out of free or inexpensive materials. These are of untold value in helping the child develop a true understanding of our number system and of the fundamental operations.

After the developmental and discovery stages of learning, drill

should follow to reinforce and extend basic learning. This should be varied so as not to become monotonous. In order to avoid mere mechanical repetition, drill should be based upon thinking and insight.

As a pupil develops mathematically, he should become skilled in all of the processes of arithmetic. The ability to use decimals in ordinary situations and in very large and very small numbers is extremely important. There are many computing machines that will perform the calculations, but the operator must locate the decimal point.

As a pupil continues his mathematical education through the junior and senior high schools, whether modern or traditional mathematics is taught, the most important factor is the type of training given. All pupils should be taught to reason, think logically, and understand the mathematics studied. Those gifted in mathematics need to be thoroughly trained in this

subject and should develop the important characteristics of the mathematician. Then they will be successful as they continue in undergraduate and graduate schools and on into their life work.

The most important factor of all is the teacher. Whether the classroom is small or large, old or new, it is the spirit of the teacher that predominates.

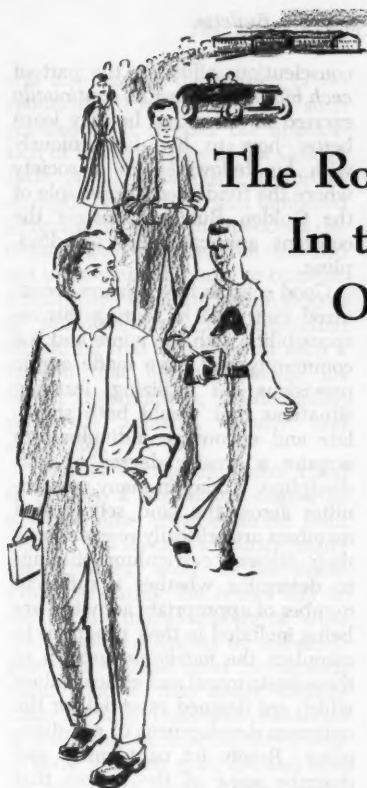


After

The chalk lies yet in its accustomed place,
The map frequently followed on the wall.
The pupils going and coming in the hall
On entering behold another face.
The well-worn book you never could replace
Well-loved, well-known each picture, note and all
Still there; and eyes that smile or frown or fall.
The scene entire a slice of time and space.

But still your friendliness and love of right,
An urge to learn, responsibility,
Are part of those you taught as day and night.
The impact of your personality
Distills its perfume as the sun its light
And thus a breath of immortality.

—Josephine Irby Lester



The Role of the School In the Development Of Self-Discipline

IN THIS day of super-sonic speed in which the launching of earth satellites into outer space, whether for peaceful or destructive purposes, has been eminently successful, it has become more imperative than ever for everyone to learn to exercise a greater degree of self-discipline and self-restraint than ever before in order to prevent the total annihilation of the planet on which we live. The persistent threat of a catastrophic global war provides abundant evidence that too many persons are either indifferent to or are deficient in applying the principles of self-discipline in their daily lives. This is clearly apparent in their utterances and actions.

A familiar example on a national scale may be readily cited in the constant and ever increasing number of traffic accidents in which annually thousands of victims either

By Magdalen Eichert

Dr. Magdalen Eichert is director of curriculum in West Covina, California.

lose their lives or suffer permanent injuries, which often seriously handicap them for life. The tendency flagrantly to ignore the rights and privileges of others while traveling the highways and the frequent failure to exercise good judgment and self-restraint are rather shocking indications that self-discipline is not being exercised to the extent that it should be, even by seemingly intelligent and responsible persons.

Equally disturbing is the recent sharp rise in the number of juvenile delinquents. One of the fundamental reasons for this distressing social phenomenon is the gradual disintegration of the family unit and the failure of parents to give adequate guidance to their youngsters in developing self-discipline. The irresponsibility of some parents would seem to indicate a serious lack of self-discipline on their own part when they persistently continue to violate traffic regulations, repeatedly fail to meet their financial obligations, outrageously disregard the rights of others, or resort to the frequent use of unethical methods to satisfy personal or egocentered ends. This insidious breakdown of moral and ethical values is subsequently reflected in the undesirable attitudes of children coming from these home environments.

It is becoming increasingly clear that throughout a lifetime no rational human being may ever excuse himself from assuming his personal responsibility for working toward achieving a more satisfying degree of self-discipline. Deliberate and

conscientious effort on the part of *each individual* must be *continually* exerted in order that he may learn better how to live harmoniously with his fellowmen in a society where the fundamental principle of the Golden Rule emphasizes the constant application of self-discipline.

Good schools have always recognized their role in sharing this responsibility with the home and the community and have made ample provisions for utilizing learning situations that would both stimulate and encourage individuals to acquire a greater degree of self-discipline. Today in many communities across the land school staff members are critically re-examining their current curriculum offerings to determine whether a sufficient number of appropriate activities are being included in their programs to stimulate the *maximum* growth of those basic moral and ethical values which are deemed essential for the optimum development of self-discipline. Briefly let us identify and describe some of the factors that are considered essential for the wholesome development of self-discipline.

Self-discipline requires that an individual develop adequate skills to analyze situations and to evaluate data objectively. It demands both moral fiber and perseverance to strive for desirable goals in spite of adversities and difficulties. It makes *respect for oneself and for others mandatory*. It expects that every individual enjoying privileges

will also assume the burden of responsibility that accompanies such privileges. It stresses the application of the principles of the Golden Rule in all situations. It implies strength of character and tempered judgment to make independent decisions based upon reliable data and not upon whim, fantasy, or opinion. Finally, by exercising a high degree of self-discipline, each individual should be free to mature in such a fashion that he may realize his fullest potentialities, intellectually, physically, socially, morally, and spiritually.

In order for the individual child to achieve a reasonable degree of self-discipline commensurate with his age and level of maturity, many opportunities need to be made available during the school day to deepen his understanding of what the essential elements of self-discipline are. These must be of such nature that he may easily identify them in daily classroom situations in order that he may be better able to know what his goals are and how he may best attain them. Since schools today are being challenged more than ever to provide an environment where wholesome growth in self-discipline may thrive readily, true-life situations must be provided in abundance and democratic social controls must be made to function automatically.

Teachers and parents need to realize that developing democratic social controls requires a willingness on the part of each individual involved in the process to assume

his share of responsibility for all his actions. Developing these controls also means taking into consideration individual differences and capabilities when setting up goals and standards. Since growth along these lines is often painfully slow and unpredictable, it is extremely important for staff members to exercise much patience, tact, and understanding in order that progress toward the desired goals of self-discipline may be steadily maintained.

Staff members may often find themselves challenged to provide a greater variety of real-life situations in which the growth of self-discipline may readily take place. Furthermore, they may also discover that continually changing circumstances will make it necessary to be quite flexible in applying accepted standards of wholesome and desirable behavior.

An effective way of working with the problem of developing a greater degree of self-discipline is through a continuous program of observation and study of all children within a classroom by the teacher responsible for the group. This may start with the teacher keeping a simple record of behavior patterns she has observed among her group for a period of time so that a fairly comprehensive picture of each child gradually evolves. With the help of school personnel, community workers, and other available resource persons, a surprising amount of data may be compiled in a relatively short period of time. Through



the use of this method, a guidance-oriented school staff is able to assist every child in moving along at his own pace toward achieving a fuller realization of his capabilities in respect to self-discipline.

The challenge to a staff is indeed great because the success of such a program is determined largely by the attitudes and understandings of the participating staff members. Enthusiasm and a keen desire to broaden one's skills in observing and evaluating are absolute essentials. A guidance-oriented school staff, furthermore, realizes that manifestations of undesirable behavior patterns can be eradicated only by identifying and eliminating the basic causes that are disturbing a pupil, not by using punitive measures directed at the symptoms alone. Through the use of cumulative and anecdotal records, the strength and the immediate needs of each child may be noted. Every

effort should then be made to find appropriate and satisfying ways to assist each one in striving to reach a higher degree of self-discipline.

In order to succeed with this type of program, it is essential that staff members have a basic understanding of the nature of the learning process and the application of appropriate instructional procedures and techniques. Such a program takes into consideration the important role that success plays in a learning situation; the need for flexibility in establishing behavior standards in accordance with the varying levels of maturity; the far-reaching effects of age, physical development, native endowment, past experiences, and home environment on character development; and the profound influence that attitudes and intrinsic motivation exert upon the individual in developing self-discipline.

Furthermore, by consistently applying the techniques of directed observations and recordings of children's behavior patterns, staff members will acquire a better understanding of the nature of authority and its implications, of obedience and its relationship to authority, and of those factors which are inherently essential to self-discipline. Those staff members who intelligently apply the knowledge, understandings, and insights they have gained concerning the factors and conditions that affect the development and modification of behavior patterns will see the value derived from establishing standards of behavior cooperatively with the children. By thus involving pupils, the adult is likely to find a greater willingness on their part to assume a greater share of responsibility for their behavior.

At times, staff members have also found it to be beneficial to have pupils participate in role playing and sociodramas so that they may have opportunities to act out their feelings and frustrations in a dramatic situation. These particular techniques have some therapeutic value and may serve as a safety valve when tensions build up and release is necessary. They also make it possible for an individual to study his own pattern of behavior and ways of modifying it in a permissive, non-punitive environment. Whatever feelings, attitudes, or reactions a pupil may reveal or express either directly or obliquely in his remarks, comments, or actions

in these contrived settings need to be studied and appraised over a period of time, keeping ever in mind his social environment, his mental ability, his level of maturity, his individual growth and developmental pattern, and all other factors that may relate to his problems and that may provide significant clues which might lead to more effective ways of working with him.

By the use of conferences, staff members help the individual gain a better understanding of himself, his attitudes, and his need for a greater degree of self-discipline. In a permissive environment with staff members who are both friendly and accepting in their attitudes, the pupil with behavior problems is given an opportunity to express freely whatever hostility, unfavorable emotional involvement, or resentment he may experience, without feeling that he will be reprimanded for his candidness.

Usually it is desirable to have discussions confined to specific problems with sufficient time provided to avoid a hasty and superficial survey of a problem. As soon as all data relating to a particular problem have been assembled and appraised, a tentative but definite course of action, with sufficient latitude, should be charted cooperatively with the pupil. This gives him a feeling of satisfaction in knowing that his problem is neither overwhelming nor beyond solution.

An optimistic, positive attitude on the part of staff members is

needed at all times to bolster the morale of the pupil. In addition, frequent informal appraisals with the pupil and staff members participating cooperatively are an essential part of the program. A feeling that someone cares enough to make friendly inquiries is reassuring to a child with problems of self-discipline, and it also may provide the necessary stimulus for him to persist in working on his problems. Shakespeare succinctly expressed the idea that as an individual experiences success, his chances for enjoying continued success are greatly increased for:

There is a tide in the affairs
of men,

Which, taken at the flood,
leads on to fortune;

Omitted, all the voyage of
their life

Is based in shallows and in
miseries.

In a number of instances, it has also been found to be helpful to have older pupils possessing adequate skill in written expression to identify their problems in written form and to suggest possible ways of solving them. These have then been used in discussions or conferences with staff members. Often they have provided clues which lead to more effective ways of working with the person. Tape recordings have been made and have been found to be of value in that they often have revealed feelings through the tone or pitch of voice and choice of vocabulary that might otherwise have escaped notice. Staff

members have felt that listening to play-backs of these tapes tended to increase their understanding and supplied information that added materially to helping the pupil.

In situations where it is considered advisable, parents are invited to participate in conferences so that they may discuss and consider with staff members ways in which they might more effectively help their youngsters with self-discipline. By being present at conferences, parents will have a first hand opportunity to discuss all angles of the problem and to work jointly with the staff members in determining what steps should be taken to alleviate the problem. Staff members are gratified to note how generous the majority of parents are in giving of their time and effort in working on a problem. Sometimes enlisting the voluntary assistance of close friends and associates of the pupil with behavior problems has also helped. Their active support and cooperation have in numerous instances been of considerable value to staff members.

At times additional help has come from enlisting the services of qualified social workers associated with local community agencies who have expressed a desire to work with the school to find ways of more effectively meeting the particular needs of young people with problems of self-discipline. The experience and professional training of these workers make them especially valuable resource persons. Through staff and parent conferences, informal

discussions, and home visits they become very well acquainted with the pupil and his problems. Since they carefully plan and coordinate their work with that of school personnel, overlapping and duplication of services are kept at a minimum. By their background of training and experience, social workers not only implement the program but also provide services beyond those normally given by the school.

Thus with consistent and sympathetic assistance by both staff members and resource persons from the community, a pupil may be helped to acquire a more intelligent understanding of himself through (a) self-analysis, (b) self-criticism, and (c) self-improvement within an attainable set of standards. By being given guidance and direction, he may better understand (a) what is undesirable about what he does, (b) how his behavior affects others, and (c) what specific procedures he may employ to achieve a more desirable degree of self-discipline.

By such means a young person will be able to find more satisfying ways of relating himself to the group and to make progress in developing self-discipline. It also becomes quite evident that as his respect for himself increases he tends to show a greater degree of respect for others. By experiencing

a greater degree of self-discipline, he is more able to approximate his intellectual, spiritual, moral, and ethical capabilities.

Thomas Henry Hardy has aptly stated a fundamental principle that may also be effectively applied to insure the continuous development of self-discipline:

"Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and, however early a man's learning begins, it is probably the last lesson that he learns thoroughly."

The question may well be raised as to whether our schools at present are in a position to accept the challenge of helping pupils develop a greater degree of self-discipline. It is reassuring to note that staff members in many schools are willing and able to share with the home and the community the burden of this responsibility. Such schools are providing many practical and worthwhile learning experiences so that each child will have abundant opportunities to become a more productive and valuable member of his community through purposefully and continuously striving to achieve a more satisfying degree of self-discipline and thereby to be able more fully to realize his capabilities.

Beta Beta State's Grants-in-Aid



Clementine Salas

Challenge in the Pacific

- Jaluit
- Palau
- Truk
- Saipan
- Yap
- Guam

By Perle Marie Parvis

THE TRUST Territory of the Pacific Islands lies between 2,000 and 4,000 nautical miles southwest of Honolulu, but it is well to remember that a nautical mile is 6,076 feet long instead of the 5,280 feet in a land mile. The water area of the group is equal in size to the continental United States, and the 2,000 islands that compose the group have a land area of approximately the size of Rhode Island.

Jaluit*, one of the nearest islands, is about 2,100 miles removed from Honolulu; Palau, the farthest, is

4,100 miles; Truk is 3,200; Saipan, 3,350; and Yap is 3,757 miles distant. Guam, an unincorporated territory of the United States, is 3,318 miles from Honolulu.

Following World War II, the United States was awarded administration of the Trust Territory of the Pacific Islands as a "strategic" area. The present population of the entire Territory is 70,000, only a fraction of what it was during the Japanese occupation.

In March, 1947, the Pacific Islands Teacher Training School (abbreviated to PITTS) was established on Guam; but in September, 1948, it was moved to Truk. After one year PITTS was converted into

*Distances are approximate and in nautical miles.

Miss Perle Marie Parvis is currently supervising the terminal office training division at the Honolulu Business College and teaching shorthand part time.

a high school, and this one high school serves the pupils from the entire area. There is no college.

After the establishment of the United Nations, to whom, through the Trusteeship Council, the United States makes reports on its administration of the islands, a plan was evolved to provide aid to pupils who wished to go on to college. Screening tests were given the high school pupils at Truk, and in 1948 one recipient of a scholarship was sent to the University of Hawaii. During the following years additional students have come, but it was 1957 before a ruling was made to send fifteen students annually. With the fall of 1958 there are thirty of these Micronesian scholarship students enrolled in the university. There will continue to be a limit of thirty yearly since the scholarship grants are for two years only. If these students wish additional education, *they must provide their own means.*

The scholarships are adequate but no more: the government provides transportation and each grantee receives \$1,700 for twelve months. This includes \$1,080 for board and room, \$350 for tuition and books, \$20 monthly for personal expenses. A balance of \$30 is left to provide for any emergencies for the entire year. There is always the factor, too, that at best these scholarships are for two years only.

Other pupils who show promise, many of whom place high on the tests, have little or no means of

securing any college education at all. It is with this latter group that Beta Beta State of Delta Kappa Gamma has been mainly concerned so far.

Interest in providing grant-in-aid funds to assist young women from the Trust Territory of the Pacific Islands who wish to prepare for teaching was aroused during the first year of The Delta Kappa Gamma Society's existence in Hawaii. Beta Beta State was founded in January, 1949; by June, 1950, arrangements had been made for the first recipient to arrive in August to enter the University of Hawaii.

Mrs. Marvel Bernshouse, first state president, and Mrs. Viona Whitlow, who followed her in that position, were two of the seven founders of Beta Beta State who had been members of chapters on the mainland. Both were greatly interested in this particular grant-in-aid project.

Hawaii's plan, however, is almost entirely due to the efforts and the eloquence of Dr. Elizabeth Carr of the speech department at the University of Hawaii, a member of Alpha Chapter. Dr. Carr had spent several summers teaching in the Trust Territory of the Pacific Islands; she knew that there were no available teacher-training institutions nearer than Honolulu and that in many instances even getting a high school education was difficult for these young people. Her work on the scholarship committee was indefatigable; few people realize

the amount of time and the effort that go into cutting through all the red tape even after the records of likely candidates are available. Time in such matters is *not* of the essence; it is expendable.

The first girl to receive the Delta Kappa Gamma \$500 yearly stipend was Victoria Akiyama, brought from Saipan in August, 1950, to attend the University High School for one year. She continued to receive \$500 for each of the following two years she was enrolled in the university. Vicky returned to Saipan to teach in 1954-55; the next year she went to Guam to do educational work for a radio station.

Clementine Salas of Guam, who followed Vicky, arrived in early September, 1954, and has received \$500 each year. A charming young woman, she is majoring in Spanish and social studies and is active in community affairs. She will be graduated in June, 1959, and will return to Guam to teach.

During the summer of 1957 new impetus was provided for the program from two widely divergent sources. Two summer visitors from Chi State (California)—Mrs. Pearle Rankin of Burbank and Mrs. Edith Holm-Kennedy of Huntington Park, immediate past state president at that time—were guests at one of the Hawaii chapter meetings at which the grant-in-aid program was under discussion. Intrigued with the possibilities in such an effort, they asked many questions and decided to request their Chi State



Antolina Rudimch

president, Miss Alida Parker, to investigate when she came to Honolulu for the Southwest Regional Conference in August.

Miss Parker came; she questioned. Evidently the 142 California members who attended the conference left with the feeling that since they were Hawaii State's nearest "sisters" they should do something to assist her with her project to help provide future teachers for an area desperately in need of assistance. As a result Chi State sent \$500 in the spring of 1958, has already added another \$90, and hopes to continue to provide \$500 yearly.

In September, 1956, Carmen Chigiy from the island of Yap, in the face of strong family objections, enrolled in the university on a two-year Watamull Foundation scholarship. She was followed in the fall of 1957 by Carmen Mutnguy. These

two were the *first* wahines (Hawaiian for *females*) ever to leave Yap to prepare for teaching! Two other girls had left home to learn nursing—one to go to Guam and one to Manila. But these two were the first ever to leave to prepare to *teach!*

At the Hawaii State Convention in May, 1958, Carmen Chigi, who was finishing her two year Watumull scholarship, was chosen as Chi State's "girl" in order that she might continue her work toward a degree. She was given \$100 for summer school; then she went home to Yap for a vacation, and, because of the serious illness of her father, has not been able to return. But, she is *teaching school!* She hopes to be able to return to finish her education at a later date.

In place of Carmen Chigi, then, for the year 1958-1959 Chi State's grant-in-aid fund will go to Antolina Rudimch of Palau. Miss Rudimch is a freshman in the College of Business Administration and expects to return to Palau to teach. She came to Hawaii for high school work (remember, only one high school, that on Truk, is provided for the entire Trust Territory Islands) at the St. Francis Convent School from 1953 to 1956. Then she returned to Palau for two years before enrolling in the university in September, 1958.

During the summer of 1957 one of the Hawaii members was entertaining personal friends from Brazil, Mr. and Mrs. Irvan Wolff (Mr. Wolff is in charge of a large sugar

plantation in Brazil). The local member told her friends about the grant-in-aid program. Impressed by the story, they gave a check for \$100 to Beta Chapter with the stipulation that it should go to a Trust Territory recipient. Some time later Beta received a check for \$27 from one of the sister chapters in California (derived from their Christmas white elephant sale), also designated for the grant-in-aid work. A member of Beta donated another \$10.

With this fund of \$137 and with the discovery that the State fund would have over \$300 left after paying Clementine Salas for the school year of 1958-1959, by vote of the State Convention in May the decision was made to assist the other Carmen from Yap, Carmen Mutnguy, with \$500. Thus, during the current school year, Beta Beta State will provide two \$500 grants-in-aid and Chi State will provide one to young women who will go back as teachers on Guam, on Yap, and on Palau. Also by vote of the Convention, the Hawaii project hereafter will be called "The Lucille Hodgins Grant-in-Aid Fund," in memory of a departed member who left some money in her will to be used in this manner.

In addition to Beta Beta State's grant-in-aid program, Mrs. Virginia Ransburg, state president from 1953 to 1955, provided \$500 to assist Mrs. Boonpriab Prochanboribal of Thailand in 1957-1958. Mrs. Prochanboribal, who is in the college teacher training department,

received an AAUW scholarship in 1954, at which time she spent one and one-half years at the University of Hawaii. She returned in 1956 on a half-scholarship and stayed for two years, working for her room and board. It was during her second year that Mrs. Ransburg came to her rescue.

This year, in response to a letter from Mrs. Prochanboribal with the news that her sister will be arriving for the second semester and will also need help, Mrs. Ransburg has promised to make another \$500 personal grant.

Hawaii members realize that their \$500 yearly is a mere pittance, that in the nine years ending in June, 1959, they will have provided only \$5,600* to answer a screaming need. However, as of September, 1958, the entire Beta Beta State of five chapters numbers only 171 members! And that number includes reserves and members on leave as well as actives.

In most cases recipients of the grants must also work for room and board, and they must remain the entire year—and year after year—because traveling home is too expensive. A grant of \$500 does not cover much more than spending money for the year. I think of how I bombarded organizations, colleges, and friends to provide funds so that my Hoosier girls would not have to work during their freshman year in college because of the adjustment they must necessarily

make in their transition from home and high school. Then when I consider how much more of a wrench it must be for these Micronesian would-be teachers, I am appalled that anyone should consider it fitting and proper that these girls from the Trust Territory should work for their room and board, especially during their first year away from home. Yet, that is precisely what most of them must do.

The need for help is great, but there is a limit to what Beta Beta State can do to assist these future teachers. Here in the Pacific is a challenge and an obligation to help provide teachers for these areas that have been so long neglected.

The Delta Kappa Gamma Society is only one of the local groups interested in these Trust Territory students. The University of Hawaii Women's Campus Club, composed of women faculty members and wives of the men on the faculty, each year provides tuition fees and books for a number of deserving young women; always some of the recipients are from the Trust Territory.

The Zonta Club of Honolulu has been most generous in providing financial aid to these young women; in the case of Victoria Akiyama, for example, the Club gave \$750 yearly during her three years in Honolulu. The Zonta Club was also responsible for bringing Carmen Mutnguy from Yap in the fall of 1957. They awarded her \$750 last year and are providing a like sum this year.

*This includes Chi State's aid and Mrs. Ransburg's \$1,000 personal contribution.

With all its keen interest in the problem of providing teachers for the Trust Territory of the Pacific Islands, Hawaii State has not neglected its duties on the international level. During the past summer when Mrs. Hei Sook Lee, Delta Kappa Gamma-UNESCO Fellowship grantee, stopped off in Honolulu en route home, she was presented with a tape recorder and tapes, a gift from Beta Beta State, largely through the efforts of Mrs. Ransburg. Her recorder was shipped to her in Korea with other contributions. Many members went to the airport to see her off.

Innumerable packages of clothing

have been sent to teachers, students, and other needy persons in other lands; regularly, pounds of nylon hosiery are mailed to the war widows in Japan, who unwind them and remake them into salable articles; garments and cards are sent to orphanages; magazines are delivered to seamen on passing ships; and considerable community service is given in various forms, including help for retarded children.

You see, Hawaii is not only a place; it is a way of life. You have to live here to appreciate how these people feel. They have so much aloha for everyone!

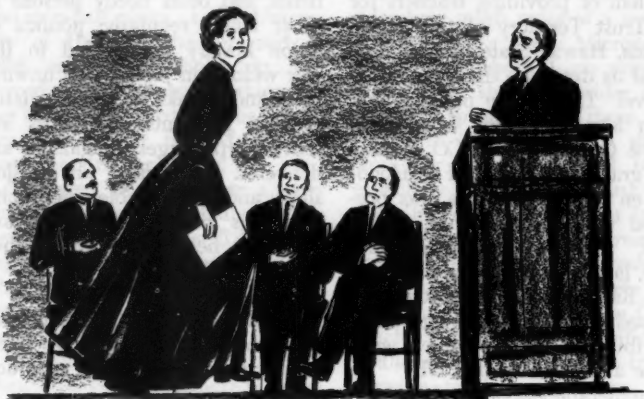


Desert Moisture

Inside the school I held a book
And moved about the room.
And slanting rain came suddenly outside, briefly,
Like a sharp knife
Slicing the dusty air beyond the panes of glass.
The children rose out of
Their seats,
Pulled by the magic of it;
We laid aside our books and wrote poetry about the rain;
One child said, "The plane stumbles through the clouds
And the rain."
Another: "The drops of rain are like bright silver coins on
the trees and sidewalk."
And Frank, the difficult, wrote, "Boom! Boom! Thunder
strikes the rain
And sends it to the ground."
I took their papers and read the words back to them,
And silence smoothed the edges of the room to stillness,
And each child's face was lifted in the silence,
Thirstily,
And their own words
Fell through the silence like the brief miracle of rain.

—Blanche M. Irving

Maria L. Sanford



"Jubilant, Dominant, Turbulent Spirit"

"SHE did ordinary things in an ordinary way but with an individuality of enthusiasm, sincerity, and self-expression that swept all before it," said an editorial in a Minneapolis paper in summarizing the character of Maria L. Sanford shortly after the death in 1920 of this indomitable woman, who for thirty years taught at the University of Minnesota and left an indelible impression upon the state of her adoption, not alone as a teacher but also as a constructive and contributing citizen.¹

¹Whitney, Helen, *Maria Sanford*. University of Minnesota Press, 1922.

²University of Minnesota Series: *Building the Name*. February, 1933.

This article draws heavily from a paper prepared by Miss Georgina Lommen of Epsilon Chapter, Minnesota, and background material from Mrs. Fern Wiedemann, editor of the *Tau State News*. Both are indebted to the two books named.

"Maria L. Sanford, who was a learner and teacher in America for eighty years, had a temperament the precise opposite of that one would associate with learnership and teachership in that time and in this country," wrote Oscar Firkins, who was first her pupil and later her colleague. "She had a jubilant, dominant, turbulent spirit, fitted to guide a crusade or head an insurrection, about as circumspect as a projectile and about as tamable as a prairie fire."²

The honor of being the only woman educator of whom a statue has been erected in the United States Capitol is an appropriate one for Miss Sanford, who was one of the first women professors in the United States, a noted speaker at a time when it was considered

almost disgraceful for a woman to speak in public, and the first woman ever to give a commencement address at a large American university. On November 12, 1958, a seven-foot bronze statue of Miss Sanford, sculptured by Evelyn Raymond of Minneapolis, was unveiled in the Capitol Rotunda. It will occupy a permanent position in the corridor connecting the Senate Chamber with the Rotunda.

Maria Sanford was born in Saybrook, Connecticut, on a cold December day in 1836. Her birth was not auspicious. The room in which she was born was heated only by a fireplace so that it was difficult to keep the mother warm. When Maria was six weeks old, her mother developed a fever and was unable to feed the baby, who would accept no substitute. When she was less than two months old Maria seized the cup from which a Negro woman was trying to feed her with a spoon and drank from it alone. Even as a baby Maria had a mind of her own.

When the little girl started to school at the age of four, her interest in learning was soon apparent as she learned to rattle off the names of the chief Indian tribes. At twelve she was a good enough student of the Bible that she could recognize any error made by anyone quoting any of the early books. Because of her interest in history, by the age of sixteen she was well-informed concerning the history of the world, an interest that she never lost.

Soon she made a request of her father that was a further indication of where her interests lay. Her father had given her sister Elizabeth a dowry. Would he give her a dowry, too, not to get married, but to go to New Britain Normal School? Few schools admitted women students; New Britain Normal did. She was graduated from this school with honors at the age of nineteen.

For graduation she wrote an essay "What of the Future?" from which she still quoted at the age of eighty, "The future lies before us and we can make it what we will; no deed, no word, no thought of ours but leaves its deathless record there, and blots once made can never be effaced." . . . "Fear not! faint not! fail not!" She said she liked the climactic exclamation since "it is easier to follow an exclamation mark than a question mark."

Maria's great modesty was shown when she took her first teaching position at Gilead, a long forty miles away from home. She felt that by being far away she would not embarrass her parents if she failed as a teacher. As a matter of fact, she was much surprised when she was elected for a second year.

In the years that followed she went to Glastonbury, Middlefield, Meridian, and New Haven. At Glastonbury she had to prove to James McGuire, a strapping boy of fifteen, that when she gave an order she expected it to be obeyed. He refused to pick up some corn he

had scattered on the floor; before he knew what was happening, he was on the floor with Miss Sanford gripping his collar and with her knee resting on his chest.

While she was in Middlefield in 1859, her father died. The balance wheel of her home was gone. Her father and mother had complemented each other: her father, a practical hard-working man; her mother, a lover of things beautiful and a woman who emphasized gracious living. Each had tried to do things that pleased the other. Most husbands of that era merely scooted out of the house on soap-making day. In the busiest schedule Mr. Sanford had found time to perform this arduous task for his wife.

Upon her father's death Maria tried to assume the responsibilities of the family. From her meager salary she supplied the necessities for her mother and her invalid brother. With each move to a new position, her salary had improved. From the beginning salary of \$10 a month at Gilead, it had increased until at New Haven she was receiving \$45 each month.

Here she met two persons who were to mean much in her life. Women were not permitted to enroll at Yale, but Maria met John Fiske, the eminent historian, who prescribed for her a systematic course of historical reading, which she faithfully followed and which laid the foundation for much of her teaching. The other person was a young theological student to whom she became engaged. Reading and

discussing Darwin's *Origin of the Species*, both began to have religious doubts. Miss Sanford wrestled with her questions until they were resolved; however, the young man persisted in being an agnostic. She broke their engagement because she thought doubt untenable; unnecessarily, as it turned out, for the young man's aberrations did not last. He eventually became an evangelist.

Mr. W. W. Woodruff, a county superintendent of schools in Pennsylvania, once saw on a blackboard the motto: "We endeavor to do what we undertake." Learning that it had been placed there by Maria Sanford, he was impressed and decided to visit her school. When he arrived he found the school running itself; Miss Sanford was ill. He decided that he had found a remarkable teacher, and she was hired to teach at Parkersville. There her teaching methods and the vitality of her personality attracted two hundred visitors the first four months. The innovations now seem commonplace: she taught the children to ignore visitors; she had them turn poetry into prose in order to clarify the meaning.

Unionville offered to increase her salary to \$60; so she left Parkersville. Some of her students followed her and paid two tuitions.

Although she was timid and although it was considered almost disgraceful for a woman to speak in public, after a series of talks to the teachers of four schools that met in an institute to hear her

discuss teaching methods, Miss Sanford agreed to speak at the State Teachers Association meeting at Allentown when the speaker failed to appear. The significance of this speech was shown by its being reported in the *Pennsylvania School Journal*.

The demand for Miss Sanford as a speaker increased. She spoke on a variety of subjects: astronomy, moral training in schools, manners and morals, and improvement of the public schools. She was one of the first to acknowledge the school's responsibility for manners and morals of the students.

Among those who heard of Miss Sanford and came to visit her school was a member of the board of the new Quaker college, Swarthmore. So impressed was he that, when a vacancy occurred in the history department, he hired her for the position. She was one of the first women professors in the United States.

In 1874, while Miss Sanford was at Swarthmore, her mother died of pneumonia and, soon after, her brother married. Her financial responsibilities to them gone, she took an orphaned niece to live with her until her graduation in 1880. During these years Maria became known as a champion of the poor and the socially lonely student, the child not interested in school work, the bad boy, and the troublesome child. These seemed to appeal most to her gracious character, and she had remarkable success with them.

She adopted a standard type

dress that she wore the rest of her life: a plain black dress with long sleeves and a high neck, a severe black bonnet, a short black cape. It was relieved only by immaculate white ruching at the neck, which clerks in downtown stores vied in selecting for her. During her lifetime many protested the unattractiveness of her attire; she never changed. "But there was a grandeur about those somber, old black alpaca skirts when she gathered them up and sailed majestically up to her platform with her lecture notes in her hand."² Everything about Miss Sanford was dynamic. "Her rapid long-limbed stride took no account of clothing and left her habiliments floating behind in the wind of her progress."¹

Life at Swarthmore became impossible in 1879, the tenth year of her career there, for several reasons. One teacher openly set out to persecute her. Another protested to authorities that Miss Sanford was neglecting her classes. Talking to institutes had become a part of her way of life. Whenever she was invited to speak, she did. However, for a teacher to leave school was unprecedented in those days. The authorities reprimanded her by reducing her salary from \$2,000 to \$1,500, but conceded her the right to lecture three days each week.

The climaxing problem that year was that she had fallen in love with a man whom she could not possibly marry. The criticism and the unfortunate love affair disturbed her

so much that teachers having rooms below hers could hear her pacing the floor late at night and crying aloud in her distress. She even tried writing mottoes of guiding ideas to help develop a philosophy to rationalize her distress. The pressure was too great; she resigned without another position in view.

Years later when the man whom she loved was free and she was sixty, he asked her to marry him. She felt that her obligations made it impossible for her to do so, and she refused him.

The summer after her resignation she lectured at Chautauqua. There Dr. W. W. Folwell, first president of the University of Minnesota, who had come east looking for teachers, met her. He talked with her and decided that he wanted her as a teacher. Thirty-six years later, in the *Minneapolis Tribune* of December 17, 1916, the occasion of her eightieth birthday, Dr. Folwell wrote: "I claim the credit for discovering Maria Sanford. Her greatest service to the University of Minnesota lay in her criticisms of students' work. Her natural and intuitive taste, backed by supreme common sense and improved by diligent cultivation, made her invaluable. She helped our students for nearly thirty years to the needful ability to know how best to help themselves."

Miss Sanford was hired to teach rhetoric and elocution in a university of one building, three hundred students, and eighteen faculty members. In the second year of

her teaching she was made a full professor. Her classes were large but her enthusiasm knew no limits. She brought to her teaching the same ingenuity and originality, the same zest and cheerful sense of humor that had characterized her earlier work.

Her classes could not all be scheduled without having one meet at seven-thirty in the morning. To prevent mediocre students from feeling punished by being put into an early class, Miss Sanford allowed only the better students to enroll for that hour. Roll call was taken by having each student recite a verse of poetry. One morning each read a verse about the evils of early



rising. By the time each student had had his say, she was chuckling aloud.

Early in her career at the university a complaint was signed by the students because Miss Sanford required an essay written each week instead of the two each term to which they had been accustomed. This criticism may have been responsible for those made in later years that she did not require enough.

Since all of the classes of the university were held in Old Main, Miss Sanford moved books and pictures into her quarters there. When Old Main burned she watched the fire, lamenting the loss of her precious possessions. Suddenly an impish smile spread over her face; her thoughts had shifted to the "millions of cockroaches being consumed in the holocaust."

About this time, critics questioning whether the Department of Agriculture at the university was serving the farmers of the state, a proposal was made to separate the department from the university. Feeling that such a change would be unwise, the president sent Miss Sanford to talk to farm women, so they would be aware of what the university could do for them. Her splendid speaking voice and her vivid personality drew people to her. Largely as a result of her efforts, the State legislature decided to keep the university intact.

Late hours were spent on any project that interested her. At times she even spent the night in her

office. School authorities and friends issued an edict that she must not spend the night there, only to have to retract it soon. When Miss Sanford fell and wrenched her back so badly that the doctors feared she would never walk again, she promptly had her bed carted to school, where she stayed day and night, her work uninterrupted.

Miss Sanford bought a big house, and, as her nieces reached college age, she brought them from the East to live with her. Other students also shared her home; some lived there, others merely visited. Feeling that these young people did not have enough recreation, she frequently rolled up the rugs so a dance could be held. On one festive evening the students brought the governor's wife's dress for her to put on. When she came downstairs, they scarcely recognized her; she was a beautiful woman.

Her energy was phenomenal. Four or five nights each week she traveled from forty to one hundred miles to give lectures. Often she got off the train in the morning and went directly to teach her classes. The average fee she received for speaking was ten dollars. Sometimes she spoke for nothing.

In 1888 Miss Sanford became head of the English department, but she did not retain this position long as there was opposition to its being given to a woman. She fought alone in those years for the rights of her womanhood and her profession as women now seek to

insure their rights through professional organization.

A venture in real estate, about this time, saddled Miss Sanford with debt for the rest of her life. Among her students was a young man who was so successful in buying lots and putting up buildings that he left school to profit from the real estate boom. She became enthusiastic, too, borrowed money from friends in Connecticut, drew them—professors, ministers, and bankers—into her speculations, and entered unreservedly into the boom. It was all done honestly, on the basis of friendship, with the intention of building a fine city and helping her boys to find good jobs. But the bubble burst. The student was able to sell before the failure, but Miss Sanford was caught.

Governor Pillsbury and banker friends advised her to petition the court to declare her a bankrupt, but she resolved to pay back both principal and interest. It took her thirty years to do so, but she paid back every cent. Some, however, had died before she paid them completely. It is said that she put herself on a budget of \$13 a month and used all the money she had over that for payment of debts. Her economies were such that she even stopped wearing the white ruching at her throat because she could not afford it.

In 1892 Miss Sanford's love of beauty and her affection for Minneapolis were responsible for her founding the Minneapolis Improvement League, which established

garbage disposal, arranged for children to be given free seeds to plant, and started a summer playground program. Two years after its establishment the League was invited to membership in the national Federated Women's Clubs. Within ten years several civic organizations were working with it: the Park Board, Commercial Club, Board of Education, City Council, and Board of Health.

The excellent work Maria Sanford did in teaching rhetoric brought an invitation for the university to become a member of the Northern Oratorical League. She organized debate teams and trained orators. Late at night she would drill students, even at four o'clock in the morning, for she insisted that what they wrote should really say something. Although she taught elocution, she did not insist upon a particular style of speech or gesturing. If a student could speak effectively, she was satisfied. She did not believe in a stilted, artificial manner of delivery.

When a contest was conducted in 1899 by the *Minneapolis Daily Journal* to select the most popular teacher, Miss Sanford won third place and a trip to Yellowstone Park. The undergraduate students persuaded the *Journal* to let them add enough money to send her to Europe instead.

A party of twelve traveled from Minneapolis together. On the boat she was the center of interest, for she gave readings and lectures to

entertain the passengers. In London she spent her time at the art galleries. Her accounts show that in Paris she spent more for pictures than for any other item and sometimes more than for all other items together. In Italy she visited cathedrals and became especially interested in Fra Angelico's work.

When she returned she gave lectures illustrated with lantern slides. These and other lectures brought her some income at a time when the president had ruled that she could not take money for tutoring. Her lectures were well-attended. One time, arriving only to find the building so crowded that she could not get in, she discovered a window through which she could reach the stage, and the audience greeted her enthusiastically as she clambered through.

In 1901, when she was 65, the Board of Regents notified her and some other teachers that their services would no longer be needed. So many letters of protest came from individuals and organizations that she and the other teachers were retained. However, her salary was cut from \$2,400 to \$1,800. By 1907 her reduced salary forced her to give up her home, which she and the students loved. Finally, in 1909, she retired at the age of seventy-two. Her salary had been raised to \$3,000, and she was able to retire on a \$1,500 Carnegie pension.

That same year she was asked to

give the commencement address at the university. This received national press attention, for she was the first woman ever asked to give a commencement address at a large university. At the commencement she was presented with seventy-two roses, and a poem written in her honor by a former student was read. A parchment scroll presented by the alumni read, in part:

"We, the alumni of the University of Minnesota, thank you for what you have been to your students. We recall your eloquence, humor, deep thrilling tones, and the earnestness and vigor of your teachings. The students of twenty-nine college classes acknowledge with gratitude the debt they owe your kindness and wisdom . . . We thank you for your service to the State of Minnesota. By your lectures you have carried inspiration to thousands who have never seen the University. In all the state no woman is so widely known and so generally loved and respected. For your wide-spread and noble influence the alumni will always revere you."

Miss Sanford became a lecturer for the university in its newly installed extension classes, speaking in the afternoon on her favorite poetry and in the evening on literature for all.

For five years after her retirement Miss Sanford spoke in many schools in the South, trying to bring about a real understanding between the North and the South and

seeking contributions to establish a normal and industrial school for Negroes in Georgia. President Taft shared her enthusiasm and asked people to contribute to the school.

In 1912 Miss Sanford attracted national attention and established herself in the West as a lecturer when she gave an address at the National Meeting of the Federation of Women's Clubs in San Francisco and received wide acclaim.

Two quotations from this speech are often cited:

At seventy-five my message to the world is: Let every human being so bear himself that the place where he stands is sacred ground. And I charge the old to teach the young the value of education not as a means to wealth, but as a means to life.

We urge those who select either primary teachers or college professors to look not to preparation only but to power; to remember that learning, foreign university degrees, skill in research, are not sufficient evidence of a teacher's fitness unless these are accompanied by a spirit and a purpose which ennoble life.

Miss Sanford's fame as a speaker at San Francisco resulted in her being invited during the next few years to make lecture tours throughout the West. These tours were essential, for she still owed \$15,000. Four years later, in 1916, she owed only \$4,000 and decided to allow herself the luxuries of white ruching, once again, on her dress (the

Minneapolis stores still kept this just for her; it was no longer in style) and thirty men's linen handkerchiefs upon which to wipe her hands as she lectured.

That same year the university celebrated the occasion of her eightieth birthday with an all-university convocation. At this time Oscar Firkins recited a poem that delighted Miss Sanford. One stanza said,

"What name?" said you? No,
not "Mary,"
Debonair, sedate, and chary,
Not "Marie," demure and wary
Fits the presence I acclaim;
No, the thing I chant is bigger,
It is impetus and vigor,
Truculence it is and rigor,
It's a crisp and couchant
trigger,
And "Maria" is its name.²

Also in 1916, the Maria Sanford School was named in her honor. On the day the school was dedicated, the temperature was twenty-eight degrees below zero; however, she visited the school. Ever after that she showed great interest, presenting a picture for each room, giving a phonograph with a record library, driving around to inspect on clean-up days, speaking privately to a problem pupil who was trying to stop playing hooky and smoking, raising money for a picture fund, buying her Liberty Loan Bonds at school, and placing on the blackboards two mottoes: "I'm going to make a true, strong, beautiful woman" and "I'm going

to make a fine, strong, noble man." No wonder they all tried to emulate Miss Sanford.

Carleton College bestowed upon her in 1917 the degree of Doctor of Law, a degree the college had never before conferred.

In the spring of 1920 the governor of Minnesota sent Miss Sanford to Washington, D.C., to read her "Apostrophe to the Flag." On April 19, she read it to the Convention of the Daughters of the American Revolution. When those who did not know her saw the frail figure coming forward to the speaker's stand, they resigned themselves to the prospect of being unable to hear one word. Then the glorious voice pealed out over the great audience and held them spellbound as it had many an audience before. She

was giving her valedictory. "Not a syllable was lost. At the end of the inspired address women through a mist of tears cheered and cheered. One reporter said never in years of reporting had she known so long a period of uninterrupted applause."¹

At noon Miss Sanford left the hall and returned to the home of Senator Knute Nelson, where she had been staying. She intended to go the next day to Philadelphia to her brother's home; but she died peacefully in her sleep, a smile upon her face.

In June the university held a Memorial Convocation in her honor and established a scholarship in her name. Minnesota still acclaim her "the best loved woman of the North Star State."



All that mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of Books. They are the chosen possession of men.

All deep things are song . . . See deep enough and you see musically; the heart of nature being everywhere music, if you can only reach it.

—Thomas Carlyle



One--and International Education

By Katharine Dresden

THE WINTER, 1958, issue of the *Delta Kappa Gamma Bulletin* was a personally exciting account of what our Society is doing in the field of international education. Members are deeply concerned with improving international relations and are dedicated to education as the first and best *modus operandi*. We are proud that our leaders saw fit to discuss it in conference, that our chapters have

made financial contributions to it, that we are underwriting the education of a few women from other lands.

Like so much of American "giving," however, it is, essentially, impersonal. We are not individually, personally involved. Our conscience is salved; yet, there is a feeling—"I wish I could do something. But what? Where do I begin? Can I add another task, obligation, or responsibility to an already overcrowded schedule?"

Dr. Katharine Dresden is a professor of education at Chico State College, California.

Let me tell you of my experience, an experience that I wandered into and through. Like Topsy, it just grew. As I look back on it—not from the end, for I am still in it up to my ears—I like to put it into professional language. It was, and is, action research.

For years, since adolescence, I have been interested in education in other countries. At first it was in a sort of missionary way; in college, in a more militant way; as a teacher, through enlarging the horizons of my students. Finally, my opportunity for direct contact with education in Asia came with a Fulbright Grant to Pakistan in 1954. A little of this story was shared with you in "Mission Accomplished" in the *Bulletin* of Winter, 1955.

One year I spent helping to organize courses and teaching in Central Government Teachers Training College in Karachi. Approximately fifty men and women with bachelor of arts or science degrees were taking a one-year professional course to earn the bachelor of teaching degree, requisite for positions in the upper secondary school, grades 10 and 11. About one hundred who had had some college education but had not earned degrees were taking a two-year course; and another one hundred who had matriculated for college, but not attended, were taking a three-year course. These two latter groups would teach in lower secondary or middle schools, grades 5 through 9.

I taught principles of education and educational sociology, supervised student teaching, and, of course, helped constantly with the English language. My assignment, however, took only a small part of my time and energy. The remainder was devoted to that by which we set such great store in American education and which is unknown in the educational programs of many other nations, friendly interchange with my colleagues and students.

They "took their tea" with me in my English hotel apartment. I, in turn, was given the supreme compliment of being invited to partake of their simple, stark meals in hovels, huts, one-room walk-ups, and *bungalows*. Each was totally unfurnished except for the serapi-like floor covering on which we sat cross-legged as we ate with our fingers from home-made, sun-baked clay bowls or from banana leaves. (To be invited to beautifully appointed meals in elegantly furnished, Western-style homes is a usual experience for Americans.)

As we sat and talked, I found that these students longed desperately for the personal attention of an American. Nation-to-nation they expressed their appreciation for shipments of wheat which had just arrived to alleviate famine following crop failure, for technical assistance, and for U.S. Information Service libraries and programs. But it all seemed so impersonal! Did we, as Americans, know that Pakistanis are people with ideals, needs, ambitions? or did we think of them

as merely a line of defense to prevent the southward expansion of Russia? Did we care that they were uneducated, sick, and hungry? or were they merely an object for the giving of charity which is a religious obligation on church members?

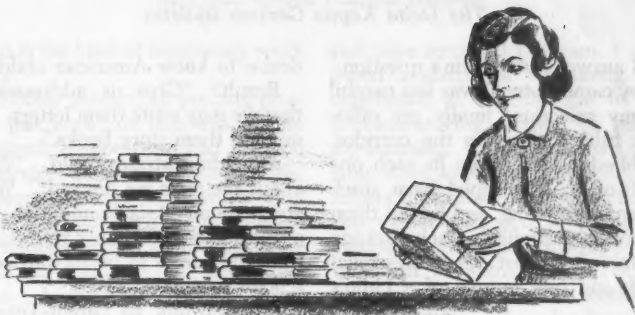
What to do? How could I personalize American interest in Pakistan and, at the same time, help my students to see that they might take some initiative in this matter? For one of my classes I bought each student an airletter (they are so poor), and for an English exercise each wrote to a student in the class I had left behind me in Chico State College. Several of these contacts grew into continuing friendships with exchanges of letters, professional books, photographs, gifts, and, perhaps, even a bit of the heart.

Pre-service education is not enough if a nation is to change its educational philosophy and pattern. It must be accompanied by in-service training. With this type of work in the United States I was experienced. I studied what the U.S. Educational Foundation was doing with it in other countries, proposed it in Pakistan, was rejected, started a small group on my own after hours. A dozen headmasters/mistresses met with me weekly. I visited their schools; we "took our tea" together. Three of them I helped to get travel grants to the United States. They begged their educational leaders to extend the in-service training workshops throughout the nation.

As a result I was asked to remain a second year. I organized and conducted ten workshops of four to six weeks each in ten centers of both East and West Pakistan. Actually enrolled were 196 men and women—primary, middle, secondary teachers and principals. Others sat in from time to time. Dozens of children were in demonstration classes; friends and relatives visited; servants looked on agape. Dr. Virgil Clift of Morgan State College, Baltimore, was assigned to the same project. It was as it had been in Karachi: giving facts, directing creative thinking, but primarily fraternizing—accepting the hospitality of individual Pakistanis, extending the hospitality and friendship of two plain, everyday American teachers.

This should be the end of the story. But it is only the introduction, for I brought those 250 students in training and 196 teachers and principals home with me—in my heart. Even before I left Pakistan, as we moved from location to location, letters flooded in: "How do you do this?" . . . "I have forgotten what you said . . ." . . . "I am trying this . . ." . . . "Where can I get a book . . . ?"

We could not answer each letter and carry on our new workshop; so we gathered the letters together and answered all in a monthly *Newsletter*, which went to everyone who had been enrolled in a workshop. We answered their questions; we cited resources; we quoted from their letters so that they might keep



in touch with colleagues who were trying out their new knowledge. We also sent the *Newsletter* to Directors, Secretaries, and Ministers of Education so that they might know the needs and accomplishments of the teachers and might, perhaps, give an assist along the way.

Now, in America, the letters continued to come. I prepared and mailed two more *Newsletters* to everyone. But this did not take care of "I request you to send me a book of Methodology of the Maths" . . . "Is there a book in your country on object drawing?" . . . "I should like to teach my students about the great America, but how can I when I have no book?" . . . "You will please explain me I.Q.'s." . . . and so on, and so on, and so on.

Turning to my colleagues, I pleaded, "Surely you can give me an old arithmetic . . . a United States history or geography . . . a textbook on mental testing!"

Current ones were in use, but "Here is one from 1950 that I no longer use. Do you suppose . . . ?" Do I suppose! In our college in

Karachi the educational psychology text was copyrighted in 1915!

Perhaps in one of my former incarnations I was a beggar; perhaps I was conditioned by a childhood of charity drives; perhaps I was impressed with the success of the vocation as so avidly practiced in the Middle East and subcontinent. Whatever the background, I became a professional beggar. I had a memorandum mimeographed and distributed to my colleagues, asking them to empty their shelves of dust catchers that were no longer useful. I assured them that 1940 was a very recent copyright date for my purpose.

The books came in, two or three, a dozen, a box full. The library pulled out of the trash can the mailers in which they had received books and I was in business. Another time I would involve a class, have a bookwrapping evening or weekend, but at that stage I had no idea of how this project was going to get out of hand. The first dozen books were carefully allocated. "Begum Surajia needs this" . . . "Haj Sulemani can use this" . . . "This

will answer Muinuddin's question." They came faster; I was less careful in my selection; finally my office was full! I stood in the corridor, grabbed books, wrote in each one "Gift of . . .," wrapped them, stuck on an address tag, and carted them off to the post office. Each package contained at least one professional book and one sample of a child's text.

In one of the *Newsletters* I told my students of my project and explained that each would receive a packet of books but that I had been unable to allocate the books on the basis of their major subjects. Therefore, I suggested a revolving library system whereby they might exchange or circulate the books among themselves, resting them finally in a school library accessible to all.

Books to Pakistan can be sent in packages of not over 6½ pounds at a maximum cost of 81 cents. Two, three or four books for 81 cents seems reasonable! But I sent approximately three hundred packages—on a college teacher's salary and that sadly depleted by "hidden costs" in a Fulbright Award.

Americans are as eager to hear about Pakistan as Pakistanis are eager to hear of America, I found. School children asked me to talk to them. Because I am not a picture-taker, I donned sari or shalwar; put chapplis on my feet, phul in my ears, bangles on my wrists; and talked. I told them of the everyday life of the Pakistani boys and girls, of their education, and of their

desire to know American children.

Result? "Give us addresses so that we may write them letters. Let us send them story books."

An administrator said, "What about the texts we discard?" What about them? Asia Foundation sent a truck, and 2,000 books were saved from the flames to be forwarded to schools in Asia.

When I talk to Parent-Teacher groups, I emphasize the fact that our own democracy depends upon aiding all people who are democratically minded to establish governments that guarantee democracy. Subject nations cannot have democratic governments; they are under the control of their mother countries. Therefore, in newly freed nations the leaders are not skilled in democratic processes. The responsibility to develop these skills in future adult citizens rests upon the schools. PTA is interested in aiding education. If they wish to help, I can use money to send books. Sometimes I was given \$5, sometimes \$10, once \$20; whatever it is, it sends a lot of books to help a lot of boys and girls.

With service clubs and church groups I am not so non-directive. I say right out, "I do not charge for my lectures on Pakistan, but I do expect a contribution to my fund to aid education in Pakistan," and I get it. It pays the postage and it gives Americans a sense of personal involvement. An old lady at a church luncheon pressed a crumpled dollar bill into my hand with

"This is the kind of missionary work I like."

Another project, an exciting project, just grew; no one was mainly responsible. Someone had a vision of service; someone heard me talk; someone wanted to involve children. Boys and girls in the Tulalake Elementary School, California, were studying Pakistan in geography class. A creative teacher, James Zeller, turned the discussion from "How are Pakistanis different?" to "What are we doing in our school that would interest Pakistani boys and girls?" Each grade selected a project which the children thought would be of interest and would use materials available in an underdeveloped country. The kindergarten chose rhythm instruments, primary children chose seed pictures, others took community study and conservation, and the seventh grade chose a comparison of Pakistan and California.

Dr. Ken Young, coordinator from the County Schools office, brought out equipment. Colored slides were taken; a continuity written and tape recorded; background music ("Getting to Know You") selected; and a title, *Neighbors Across the Seas*, chosen, prepared and photographed. Out of my "earnings" copies were made and sent through U.S. Education Foundation to East and West Pakistan. There they will be shown to Pakistani schools. In the conclusion, the Tulalake children have asked for correspondence.

To accompany this color slide

and tape recorded program, I prepared a statement explaining the experience as a technique in the problem-solving method of teaching-learning. In it I discussed possible local application of the techniques illustrated. Dr. Young taped this explanation and prepared accompanying slides. This tape-slide unit will be shown to all of the teachers who were in workshop with me. Workshop leaders now in Pakistan may also wish to use them, or Directors of Education may do so.

A great amount of work—approximately one hundred talks plus countless talks to school children, more than three hundred parcels of books! Does it pay? How can one know? Wait a generation and see what happens. Do Pakistani teachers "appreciate" it? There are not many letters, for many teachers do not have the 15 cents necessary for an airletter and "ordinary post" is "not suitable for the lady professor." But there are some and this is what they say:

"My most worthy and respected Doctor, I must haste to offer my inner-most, heartfelt thousands of thanks to my thousands of miles far-off professor for her everlasting valuable gifts in shape of books which after a voyage of seven seas and two and one-half months have brought me in their bounteous laps soothing fragrance of warm memory and genuine teacher and student eternal relationship. Untold thanks also are due to two new unacquainted personalities, the

beloved names of whom I find scribed on the silver wings of the gifts. I find no words rich enough to describe my indebtedness to those noble minded personalities. I shall feel highly obliged if they are introduced to me."

"I take the liberty to thank you for your invaluable gift of sending me books which I appreciate very much and think to be a token of your love and affection for me which in wider terms is our Pakistan."

"I was visibly touched to receive this gift from a kind teacher . . . I talked over with other teachers to put these books to maximum use through circulation. Thus a chain of blessings would be set in circulation . . . I would call upon all of the recipients of these books to donate same to the library."

"Allow me to thank you for your most welcome gift of books. As you very well know, such books are scarcely available here. Quite often my colleagues and students have already received them and they are still in circulation."

"I received a lovely gift of books from you after a long time's silence. I thought you had forgotten me by

now . . . Within two days I read both of the books and I felt that they are very useful to me. I am circulating them among the staff members of my school."

And there are dozens of requests: "You will kindly send me a scholarship to your college." "I request you reserve a seat for me in your college." "You will notify your government that I have passed my matriculation first class and should have an admission to a college to study electronics, law or animal husbandry." It is thus that requests are made. Each must be answered, false hopes cannot be built, dreams cannot be dashed. For a few, too few, it has been possible to wangle travel grants, subsidiary aid, even a scholarship or a fellowship. Others have arrived without sufficient funds for books, supplies, or pocket money; but there were always a few dollars in my fund or a few sympathetic friends to come to the rescue.

Thus an individual *can* aid in international education—with books, with periodicals, with letters. Thus each bit that one does can involve many.



Every man owes some of his time to the up-building
of the profession to which he belongs.

—Theodore Roosevelt



Public Support for Education

By Audrey S. Graham

THE SEVENTH Annual Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession took place in Rome from July 31 to August 6, 1958. Over three hundred delegates from more than one hundred national and associate member organizations, representing sixty countries of the free world, were in attendance.

The Delta Kappa Gamma Society as an associate member organization has had two representatives attend the conference for many years. It was a privilege to share this honor with Mrs. Sarah C. Caldwell this year. Mrs. Caldwell is a member of the Executive Committee of WCOTF, representing the Americas.

The conference was held in the new FAO (Food and Agricultural Organization of the United Nations) Building, where by use of earphones the delegates were able to listen to addresses given in the

speakers' voices or to the interpretations in French or English.

The WCOTF was established August 1, 1952, in Copenhagen, Denmark, where the International Federation of Teachers Association (elementary teachers), the International Federation of Secondary Teachers, and the World Organization of the Teaching Profession united.

The Confederation aims at gathering into one powerful organization professional teachers from all stages of education with a view to enabling them to exert an influence corresponding to the importance of their social function.

This year's aim was to urge all nations to provide equal educational opportunity for all children and more public support to guarantee it. The resolutions adopted by the Delegate Assembly carried these significant statements:

Education is the fundamental right of every child.

It is the responsibility of the state (federal, state, and local authorities) to provide free, for every child, an adequate education suited to its need and ability.

Mrs. Audrey S. Graham has been NEA Director for Pennsylvania since 1953. She was a participant in the White House Conference in 1955 and the Governor's Conference in 1958.

Free access to all levels of education should be available to all persons without any discrimination and regardless of the economic status of the individual.

Education should have increased and adequate financial support from the federal and state budgets.

For the proper development of education and for securing increased public support, the recognized organizations of the teaching profession should be fully represented in all advisory bodies that governments set up for formulating education policies.

It is heartening to know that all countries are seeking the realization of free and equal educational opportunity for all children according to their needs and abilities.

The amount of public expenditure for education varies widely throughout the world. In general, the countries which make proportionately larger public expenditures for education more nearly approach achievement of the goal of equal educational opportunity. Moreover, it was revealed that where gains in public financial support were made, professional education organizations had aided in the effort.

At the conference, member nations presented reports on the theme, "Public Support for Education," which served as a basis for the discussion. To provide greater participation of all delegates, four sections met simultaneously for two three-hour sessions to discuss one of the following aspects of public support for education: Economic, Promotion, Government, Advances in Recent Years.

During these informal discussion periods the delegates became better able to understand the many problems of the "developing" countries, as the delegate from Ghana chose to call them, and to exchange helpful ideas. In the section discussing the promotion of public support for education one delegate remarked that it is an extremely difficult task to reach the people of his country when only 10 per cent of the adult population is literate. In this same section a delegate from England told of a National Exhibition to be held next spring in London. Its purpose is to show the public how children are being educated, what teachers are aiming at, what results are being achieved, and what further developments are needed.

Sir Ronald Gould (England), president of WCOTP, in his keynote address outlined the tasks of the members of the teaching profession: to win greater public support for education and to direct that support into practical channels. His four suggestions for public relations work offer a challenge to all who wish to create a favorable climate of public opinion.

Plan Sound Presentation

As educational publicity is being planned, the following questions should be asked in this order:

1. What are we aiming at?
2. What facts, evidence, arguments are there to support us?
3. How is that material to be presented?

According to Sir Ronald, the public cannot be won by cliches and

platitudes. The aim must be clear and the material new and worthwhile. All material should be well-documented, factually accurate, and sound in its judgment. "After that," he went on, "how it is to be presented is important; for educational publicity, like women, should always look attractive."

Ignore Some Attacks

Shrug off the less important attacks on you and your position, for some opponents are not worth "the powder and shot" or time necessary to answer them. But where an important criticism has been made, stand up to it and use every resource to answer it effectively.

Devise New Methods

In addition to pamphlets, leaflets, newspapers, and public meetings, use films, radio, and television. New occasions not only teach new duties, but they should teach new methods.

Raise Professional Standards

Sir Ronald said, "My fourth suggestion is hard to make, for it may sound like preaching. Sound work in schools and high standards of professional behavior produce the best of publicity. Slipshod and indifferent work and low standards of professional behavior damage not only the reputations of individuals but of all of us and the whole service. The more teachers and schools become the subject of public discussion, the more certain it is that teachers must observe at all times the highest standards of professional integrity. The bad teacher, the weak teacher, the

teacher who undertakes work for its publicity rather than for its educational value, the teacher who is disloyal to his profession—all destroy faith in teachers and education. Only the highest professional standards can stand the test of constant public scrutiny."

The Executive Committee of WCOTP this last year appointed several representatives to attend conferences. As a result, the WCOTP had observers at fourteen international and two national meetings.

WCOTP continues to cooperate with the United Nations by encouraging and aiding members in their teaching about the UN and in other instruction relating to peace and international understanding. It is also cooperating with UNESCO in support of its educational program. During the past year WCOTP has collected audio-visual material in support of UNESCO's major project for Mutual Appreciation of Eastern and Western Cultural Values. Requests were made to member associations for folk music and pictures which would best interpret their countries. The material obtained has been arranged under the headings of Films, Filmstrips, Slides, and Records. WCOTP hopes that teachers throughout the world will use this material as a means of promoting mutual understanding and appreciation of other cultures.*

*May be obtained by writing to World Confederation of Organizations of the Teaching Profession, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Early in 1957, a report on "Access of Women to the Teaching Profession" was prepared by UNESCO and presented to the United Nations Commission on the Status of Women. The aim of this study was to point out the need for encouraging the employment of women, including married women, in the teaching profession, especially in areas of the world where it has not been customary to employ them in schools. This preliminary study suggested the need for a worldwide survey on the general shortage of teachers, collecting data on facts, trends, and possible remedy through the employment of women. WCOTP has cooperated with UNESCO in this project.

Our hosts provided a fine social and sight-seeing program, which included a tour outside Rome and a visit to the famous fountains at Villa D'Este. That evening delegates attended the opera under the stars at Terme di Caracalla and saw *Cavalleria Rusticana* and *Il Pagliacci*.

The Ministry of Education held a reception for conferees at Castel Sant'Angelo on another evening. Crossing the drawbridge and passing through the Courtyard of Balls, then winding up and up endless stairs, guests finally reached the parapet and the tables spread with refreshments. The more adventurous ones climbed still higher and stood at last on the roof of the castle overlooking the Tiber to view Rome in all its radiant lighted beauty.

The following evening the delegates visited the Rome Town Hall, Campidoglio, and were greeted by the mayor. The World Union of Catholic Teachers graciously arranged for a Papal Audience for the delegates at Castel Gondolfo, the Papal summer residence.

In the closing sessions, during which Sir Ronald Gould was re-elected as president, Dr. William G. Carr, secretary general of WCOTP as well as executive secretary of the NEA, presented greatly expanded plans for the Confederation for the coming year. They include an enlarged Latin-American program. An Inter-American Seminar of Educators, in cooperation with UNESCO, is to be held in South America in the spring of 1959 to study the development of primary education. The establishment of a WCOTP Committee on Education for Asia was also approved.

Next August the United States will be host to the Delegate Assembly of WCOTP. The newly completed NEA Center in Washington, D.C., will be an appropriate setting for discussion of the theme: Mutual Appreciation of Eastern and Western Cultural Values.

The influence of WCOTP has only begun to be felt. Year after year as educators meet together, talk together, work together, appraise progress, set goals for the future, they are promoting international good will and understanding and, at the same time, safeguarding peace and freedom in the world.

World Responsibilities Of the Teaching Profession

By Berenice M. Casper

THE WORLD Today is a great, wide, competitive world, an outside world. A world that marks man not only by his deeds but also by the confidence with which he proclaims them. A world weighted with the dilemma of a populous India and Pakistan and the needs, limitless in number, of China. A world aware of the aspirations of the Near East and the forces that bind the Arab League. A world wherein all should be deeply concerned with the great and tragic East-West issue.

A world experiencing a dramatic crumbling of ancient colonial empires. A world filled with the great desires of Africans and Asians to find their places in the world of progressive technology and to enjoy the fruits thereof. A world concerned with NATO and the Point Four programs, undeveloped lands and brow-beaten satellite countries, CARE packages and capitalism. A world of mixed purposes and confused practices. A world in an exciting and awesomely dangerous century. A world that

reacts to things not as they are but as it thinks they are. A world that needs a campaign of truth and courage—courage to see things as they are and to do something about them.

A world that has a stake in every child's education. A world that demands more and more of educational systems. The march of knowledge moves on with a fast pace. Society requires higher skills; the level of educational opportunity rises constantly and inevitably as civilization progresses in the four corners of the world.

We must ask ourselves whether the world of education of today can lead the peoples of the world sufficiently far along the paths of wisdom to enable the human race to derive its rightful benefits from the scientific findings, the philosophies, and the ethics that scholarly men have been able to invent.

In this complex and fascinating world the teaching profession has a tremendous responsibility; it must not underestimate its power. Not by chance alone have totalitarian powers in the past by controlling the teachers controlled the instruments for making their dogmas secure. Not only is it imperative to

Miss Berenice M. Casper, associate professor of geography at Trenton State College, Trenton, New Jersey, is on leave of absence to complete requirements for the Doctor of Education degree at the University of Nebraska.

the teachers' integrity to resist conformity when contrary to conviction, but they never can tell when by speaking up they may be giving a necessary bit of encouragement and leadership to someone else.

Their responsibility is the building of a world of peace, a world that recognizes the unity of mankind and a community of nations, so that men may live as good neighbors in spite of traditional differences. As war belongs to the military, so the peace building is the educational task.

This is a complex undertaking. First of all, the students of today must be given wide knowledge. They must attain the great perspective and world-wide sympathies that lead to an appreciation of all cultures, no matter how different. We must develop for them an understanding of the intellectual, political and spiritual qualities of all lands and peoples.

If we expect young people of the world today to gain insights into the social problems involving international relations, the social sciences need to be taught more effectively. World and regional geography and history must be properly related to real contemporary world and regional social problems. Our curriculum must be alive in terms of living in the world today.

The teaching profession has the special duty to cultivate positive attitudes toward cultural differences, contrasting ideas, and divergent ways of living and doing things.

This involves more than lectures on the geography, history, and political structure of other nations. Educators have the responsibility to see that all children from all the peoples of the world—all beliefs, all nationalities, and all races—learn to live together and respect one another.

We can no longer say with Kipling in "The Stranger"—

"I see the face and the eyes
and the mouth

But not the soul behind."

Ignorance of one another's ways and lives has been throughout the history of mankind a common cause of that suspicion and mistrust among the peoples of the world which have too often broken into war.

The spirit of internationalism, after all, is not something basically different from the spirit that should animate the relations of men within a nation. Both Western and Eastern civilizations are the results of the cross fertilization of cultural developments contributed through the ages by men and women of different nations, races, and religious beliefs.

Recognition that other nations have something of worth to contribute is not incompatible with loyalty to one's own nation and government, nor is loyalty to one's own nation incompatible with the realization that we are entering more decisively into a world that can continue to exist only by cooperation and acceptance of the fact of interdependence of nations.

We must eliminate the kind of teaching that would induce contempt or lack of respect for people of other nations. Too often in the past history and geography have been used to promote bias, prejudice, and hate. This does not mean that differences in customs, habits, and ways of thinking should be ignored nor that freedom to criticize objectively and constructively should be prohibited.

We have stated the philosophy, aims, and objectives of our curriculum for a better world. By what cooperative means can teachers of the world bring about this international program of studies? Communication is the key. In no other area of our daily living is communication more important than in the dynamics of human relations on the international level. Teachers everywhere must know what other teachers are doing.

The few thousands of educational leaders, teachers, and students touring each year must be replaced by tens of thousands. They must intensify their efforts for developing world understanding, with adults as well as with the young. Their exchange programs are the most effective way of rejecting provincialism and isolationism. The hospitality extended to these ambassadors of good will is most gratifying in all countries. But we must go beyond this; we must really learn to know educators in other lands in friendships of long standing in order to have the complete fellowship that will stand the stress

of time and differences. While international diplomats will rarely find common agreement in statements of political philosophy, teachers can work together to eradicate poverty, disease, undernourishment, bad housing, and illiteracy.

Teachers the world over must become active participants in international professional organizations: NEA's Committee on International Relations, Point Four, UNESCO, Food and Agriculture Organization, UNICEF, World Health Organization, Institute of International Education, the Fulbright Program, and many others.

Teachers need to know what is going on in the educational world in all countries. Only then can moral support help in problem areas. A case in point—Indian immigrants were induced to come to the Province of Natal in the Union of South Africa 100 years ago. They were agriculturalists and their skill was needed to insure sugar production on a commercial level. Today there are 200,000 of them in the province. Here it is the prerogative of the white child to become educated. Schools provided by the state for the Indian child are so inadequate that today some 9,000 children of school age are without educational facilities of any kind.

In order to accommodate these children in schools provided by the Indian community, the Indian teachers are taxing themselves 6 per cent of their annual incomes, hoping to raise in a period of three years the sum of 25,000 pounds.

By assessing each family 24 cents each month, the community hopes to raise another 125,000 pounds. Then, and only then, will the state make an effort to match these funds; and there is no assurance that it will then.

This says nothing about the African native and the colored class, which are lowest on the totem pole of education in South Africa. But South Africa is not alone in

having such profound educational problems.

Material aid from other teachers is not asked, but the problem loses dimensions if one knows that others are morally concerned and willing to help with encouragement and understanding.

The world responsibility of education is to insure an equal chance for each child to achieve his potential in a world of confident enlightened people.



In five years I have seen WCOTP rapidly grow in size from an organization largely representative of European and American teachers to an organization with world-wide membership.

I have seen it grow in its ability to render services to its members. Important subjects have been discussed and reports have been issued. There has been a constant flow of information amongst members. Appeals for help from members have brought world resources to their aid.

But above all there has been a growth in understanding. Divisions caused by language, political and religious ideas, and functions in the education service no longer count as much as they did. Indeed, I would make the claim that through the work of WCOTP there is now a greater understanding amongst teachers than amongst any other professional group in the world.

I hope that WCOTP will grow even stronger, that it will help give teachers an honored place in international organizations like UNESCO, that it will help to give teachers everywhere a greater sense of mission and a deeper understanding of the importance of their role in society. In short, I hope that WCOTP will become an even more powerful instrument to help the education service, teachers, and children.

— Carl-Henrik Wittrock
of Laroverkslärarnas Riksförbund, Sweden.
From an interview with Sir Ronald Gould,
president of WCOTP, which appeared in
the Swedish organization's magazine *Tidning för Sveriges Laroverk*. Released for
reprint by WCOTP Echo.

The International President's Page

By Ola B. Hiller

THERE is in each of us something of every person whom we have known from birth to now. How often characteristics of one of these parts of us are recalled as we face the problems of living! Our theme for study and action this year brings to mind a boy who spent three of the depression years of the early thirties in my junior high school homeroom.

Robert was the oldest of seven children in a family that had left a small farm in the Thumb area of Michigan to find greater opportunity in one of our automotive cities. Scholastically, his always conscientious effort resulted in less than average achievement. However, experience in dealing with real life problems in a large family, determined to care for its own, made him wise beyond his years. He often startled me with his comments on social, political, and economic problems.

During those difficult days, each morning a committee of teachers packed more than 200 lunches for boys and girls whose parents could never make the welfare food cover the noontime meal. One day as the last sack disappeared from my desk, Robert looked up from his home-packed lunch to say, "Welfare can be good and bad. The best kind of welfare is what each person does for himself or what each family does for itself." Robert's observation has meaning for us today.

Teacher welfare has been a matter of prime importance since the founding of our Society. This year we strengthened our dedication to this purpose when we gave teacher welfare a standing committee status in our constitution. We need to be concerned with such problems as inadequate salaries, substandard classrooms, shortages of teaching materials, discrimination against women in education, lack of prestige, and fringe benefits. But we need to realize, too, that there is much we can do individually and collectively to improve the status of women educators. We need to remind ourselves that "the best kind of welfare is what each person does for himself or what each family does for itself."

As a family, we have engaged in many activities related to teacher welfare. These include giving support to legislative programs, to local projects to improve the status of teachers, to graduate scholarships that prepare women for supervisory and administrative positions, to selective recruitment endeavors to encourage capable young people to enter teaching, and, to some extent, to public relations activities. At this time,

one of the greatest needs in education is to build a unified profession. The Delta Kappa Gamma Society is in an excellent position to help tremendously in this task, for our membership embraces women educators whose work and interests range from nursery school to senior citizens, from elementary classroom instructors to graduate school professors.

Unity of purpose and real understanding must be achieved among *all* educators whether they be elementary, secondary, or college instructors; classroom teachers or administrators; liberal arts or education professors. Only when we develop a unity of purpose and a high regard for one another can we hope to gain the respect and support of the public. Let us challenge our members to help our profession achieve the educational statesmanship so necessary in today's world.

Another important aspect of improving our own welfare is to learn to know ourselves — our drives, our frustrations, our joys, our hopes, our fears. We must understand the heritage, the people, and the events that have given meaning to our lives. Each of us must achieve a worthy "personhood" that makes it possible to face change with confidence, sorrow and disappointment with courage, success with humility, malice with serenity, and despair with faith in God and humankind.

How do we achieve the inner stability to overcome the anxieties and threats of a power-mad world? Such strength comes from an appreciation of common things — from art, music, poetry; from service to fellow men; from the pursuit of truth and the enjoyment of nature; from the companionship of friends and fellow-workers; from our heritage of freedom; and from knowing what we are and what we want to become.

Someone has said, "The teacher whose love of truth is his own is the teacher all students dream of encountering some day." If every Delta Kappa Gamma member were to make truth her own, living each day as if it were her last, the impact of our Society upon the minds and hearts of students and community citizens would bring the dawn of a new day in public support.

May this year awaken in all of us new concepts of self and new understandings of our relationship to God and man.

In Memoriam

To live in hearts one leaves behind is not to die

Alabama

Mrs. Iris Appleton Garrison, Alpha Theta Chapter, November 6, 1958, Fort Payne

Mrs. Frances Hewlett McCrary, Kappa Chapter, June 7, 1958, New Market

Mrs. Eoline Vines, Lambda Chapter, November 17, 1958, Memphis, Tennessee

Arkansas

Mrs. Maude K. Herring, Mu Chapter, September 10, 1958, Little Rock

Mrs. Fleta Bolin Russell, Lambda Chapter, September 22, 1958, Arkadelphia

California

Miss Lottiellen Johnson, Alpha Eta Chapter, September 18, 1958, Sacramento

Miss Ruby White Myles, Gamma Eta Chapter, July 18, 1958, Gardena

Miss Eskaleen Stewart Parker, Alpha Alpha Chapter, August 31, 1958, Bakersfield

Miss Islay Caroline Rogers, Alpha Delta Chapter, October 15, 1958, Pasadena

Miss Mary Ruth Smith, Alpha Zeta Chapter, September 11, 1958, Stockton

Colorado

Miss Laura Burchsted, Sigma Chapter, July 5, 1958, Littleton

Miss Elizabeth Lentz Leslie, Lambda Chapter, August 23, 1958, Denver

Mrs. Rebecca Munden, Lambda Chapter, September 4, 1958, Denver

Mrs. Sallie Reeves, Iota Chapter, August 3, 1958, Trinidad

Connecticut

Miss Alice Walsh, Delta Chapter, October 23, 1958, Waterbury

Florida

Mrs. Hilda Womac Davis, Beta Chapter, July 21, 1958, Sanford

Mrs. Mattie Mack Jones, Epsilon Chapter, November 4, 1958, Miami

Miss Annie Morrison McDonald, Beta Chapter, 1958, De Land

Mrs. Ethel G. Wolverton, Gamma Chapter, October 31, 1958, Tampa

Idaho

Miss Lorene Hendricks, Beta Chapter, August 7, 1958, Minneapolis

Illinois

Miss Mary Ann Anthony, Nu Chapter,
August 31, 1958, Chicago

Mrs. Lorraine Morris, Rho Chapter,
August 9, 1958, Joliet

Miss Mabel Oakland, Alpha Chapter,
October 18, 1958, Rochelle

Miss Mary H. Strachan, Nu Chapter,
June 10, 1958, Peoria

Indiana

Miss Ruth L. Lewman, Alpha Theta
Chapter, September 26, 1958, Indianapolis

Miss Margaret L. Montgomery, Beta
Chapter, November 9, 1958, Indianapolis

Miss Grace Trueblood, Zeta Chapter,
September 10, 1958, Evansville

Miss E. Eloise Wright, Pi Chapter,
October 24, 1958, Evansville

Kansas

Miss Edith Grace Heltzel, Alpha Pi
Chapter, October 29, 1958, Beloit

Miss Katherine Ann Tucker, Sigma
Chapter, November 29, 1958, Topeka

Miss Elma Addison, Psi Chapter, No-
vember 8, 1958, Shreveport

Mrs. Mary Douglas Kent, Zeta Chap-
ter, July 25, 1958, Shreveport

Maryland

Mrs. Anne M. Noonan, Zeta Chapter,
August 29, 1958, Havre de Grace

Massachusetts

Miss Helen Norrgard, Alpha Chapter,
September 13, 1958, Springfield

Michigan

Miss Sara W. Dewey, Mu Chapter,
August 27, 1958, Flint

Minnesota

Miss Alice C. Frederickson, Mu Chap-
ter, July 24, 1958, Canada

Miss Mary Gertrude Newhouse, Psi
Chapter, October 14, 1958, Minneapolis

Mississippi

Miss Fannie Callender, Theta Chapter,
September 3, 1958, Brookhaven

Mrs. Ruth Calhoun, Epsilon Chapter,
August 28, 1958, Jackson

Missouri

Miss Violet Hauser Keenan, Chi Chap-
ter, November 2, 1958, Princeton

Montana

Miss Daisy I. Blackstone, Iota Chap-
ter, September 26, 1958, Havre

Mrs. Mary Leh, Alpha Chapter, Octo-
ber 9, 1958, Missoula

Nebraska

Miss Clara Petersen, Beta Chapter,
August 31, 1958, Hamden, Connecticut

Mrs. Ruth Toole, Beta Chapter, Au-
gust 23, 1958, Kearney

New Hampshire

Miss Grace O. Anderson, Beta Chap-
ter, June 28, 1958, Concord

Miss Grace Farnum, Beta Chapter,
July 28, 1958, Concord

New Mexico

Miss Isabell Gallegos, Eta Chapter,
July 13, 1958, Temple, Texas

New York

Dr. Mary Ritter Beard, international
honorary member, August, 1958, Con-
necticut

North Carolina

Miss Clara Barton Newton, Alpha Eta
Chapter, April 21, 1958, Kelly

North Dakota

Miss Susan McCoy, Alpha Chapter,
May 2, 1957, Valley City

Dr. Edith Van Middlesworth, Alpha
Chapter, November 28, 1957, Valley City

Ohio

Miss Anna L. Flint, Beta Mu Chapter,
October 12, 1958, Akron

Miss Mary Claypool, Alpha Pi Chap-
ter, November 14, 1958, Mount Vernon

Oklahoma

Miss Ethel Brooner Dillon, Alpha
Chapter, October 27, 1958, Oklahoma
City

Tennessee

Mrs. Muriel Collins Grubb, Alpha
Chapter, October 21, 1958, Chattanooga

Mrs. Muriel Taylor, Mu Chapter,
November 1, 1958, Maryville

Texas

Miss Blanch Baar, Beta Chapter, Octo-
ber 13, 1958, San Antonio

Mrs. Rindah Cravens, Gamma Zeta
Chapter, June, 1958, Stephenville

Mrs. Lulu Griesenbeck, Beta Chapter,
October 27, 1958, San Antonio

Mrs. Mary Kathryn Ramsey, Gamma
Delta Chapter, October 11, 1958, Waco

Miss Jennie Sandy, Gamma Theta
Chapter, November 21, 1958, Borger

Miss Nellyne Wicker, Alpha Alpha
Chapter, April 13, 1958, Ferris

Utah

Miss Meta Anita Gehrmann, Alpha
Chapter, September 15, 1958, Salt Lake
City

Mrs. Rhoda Ann Merrell Jones, Alpha
Chapter, October 16, 1958, Salt Lake
City

Virginia

Miss Beatrice Bell, Eta Chapter, Sep-
tember 17, 1958, Roanoke

Miss Kathleen Kessler, Alpha Chap-
ter, November 12, 1958, Newport News

West Virginia

Miss Lena Charter, Delta Chapter,
April 14, 1958, Ravenswood

Wisconsin

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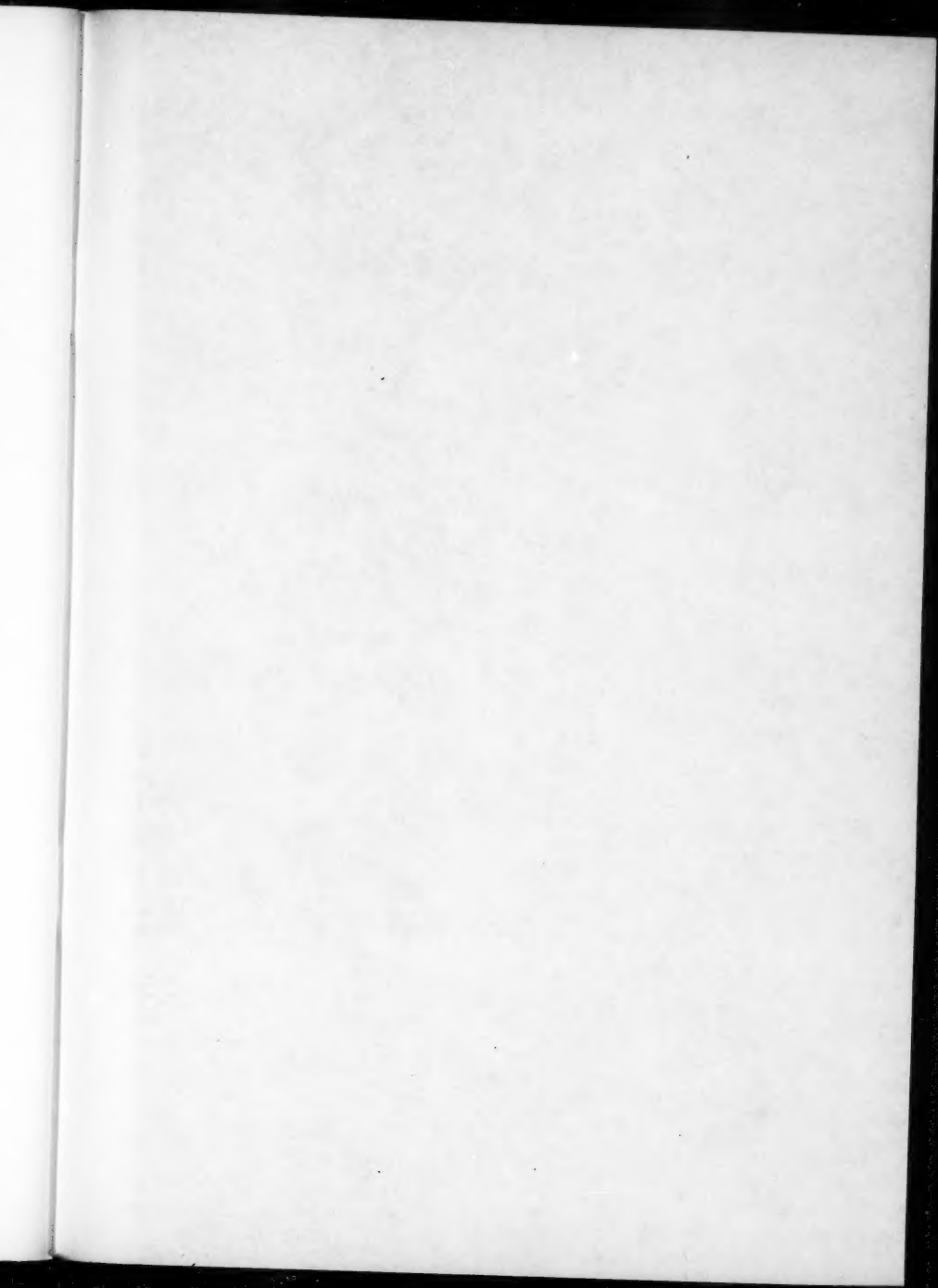
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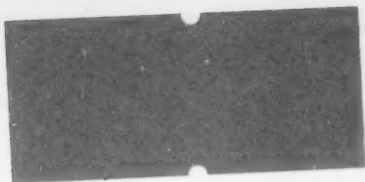
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